GUIDELINES FOR DEVELOPING ENGLISH LANGUAGE PROFICIENCY STANDARDS IN IOWA

IOWA DEPARTMENT OF EDUCATION

State of Iowa
Department of Education
2005
Grimes State Office Building
Des Moines, Iowa
50319-0146

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa
50319-0146

2005

Acknowledgements

The Iowa Department of Education is grateful for the assistance of the following members of the Iowa ELL Assessment Subcommittee in the development of this document.

Jeanne I. Angel, Waterloo Community School District
Barbara Berry Whitley, AEA 12
Kathy Brenny, AEA 8
LaDonna Brunk, AEA 267
Dania S. Clark-Lempers, AEA 11
Tom Deeter, IDE
Donna Eggleston, IDE
Shelley Fairbairn, The University of Iowa, *ad hoc*
Bill Griffin, Des Moines Independent Community School District
Helene Grossman, AEA 11
Sharon Halcomb, AEA 9
Robert L. Mata, Davenport Community School District
Anna Mary Mueller, Iowa City Community School District
Carmen Sosa, IDE

Table of Contents

Guidelines for Developing
English Language Proficiency Standards in Iowa

This document provides Iowa school districts with guidance on the development of English language proficiency standards required by Title III, Part A of the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001 (NCLB).

Title III has three primary goals:

> to help ensure that English language learners (ELLs)
>
> 1. attain English proficiency,
> 2. develop high levels of academic competence in English, and
> 3. meet the same challenging academic content and student academic achievement standards that all children are expected to meet.
>
> Title III holds States, LEAs, and individual schools accountable for meeting these goals (U.S. Department of Education, 2003, p. 5).

Title III requirements:

- To create standards for English language proficiency
- The identify, or develop, and implement annual English language proficiency assessments
- To define annual measurable achievement objectives (AMAOs) for increasing ELLs' development and attainment of English proficiency. (These AMAOs also include the number of ELLs making AYP on academic content assessments and are the State's responsibility).

English Language Proficiency:

- English language proficiency standards must address speaking, reading, writing, and listening.
- English language proficiency assessments must assess speaking, listening, reading, and writing.
- However, the LEA must also report a score for comprehension. Comprehension is defined as a combination of listening and reading or of all four language domains (listening, speaking, reading, and writing).

English Language Proficiency Standards:

> As stated in the *Non-Regulatory Guidance on the Title III State Formula Grant Program – Standards, Assessments and Accountability,*

> English language proficiency standards define progressive levels of competence in the use of English in the four domains of listening, speaking, reading, and writing. Comprehension, as exhibited through listening and reading [or all four domains], must also be considered when . . . [districts] develop their English language proficiency standards. Additionally, English language proficiency standards should set clear benchmarks of progress that reflect differences for students entering school at various grade levels (USDE, 2003, p. 8).

Grade Levels:

Districts may set benchmarks at each grade level or may use grade level clusters/bands (K-2, 3-5, 6-8, 9-12).

English Language Proficiency and Academic Standards:

According to the USDE's Office of English Language Acquisition:

> although English language proficiency and reading academic standards are different, they should be linked to one another. English language proficiency standards should define proficiency levels that will help LEP [limited English proficient] students to acquire the English language skills necessary to meet academic content and achievement standards. As such, English language proficiency standards should be designed to assist teachers in moving LEP students both towards proficiency in the English language and towards proficiency on a State's [or, in Iowa's case, district's] academic content standards. The goal of English language proficiency standards is to build a foundation in the English language that will enable LEP students to succeed in all their academic content subjects (USDE, 2003, pp 8-9).

The *Non-Regulatory Guidance* document provides the following examples of English language proficiency standards and reading/language arts standards to assist developers in seeing the similarities and differences between English language proficiency and academic content standards (USDE, 2003, p. 9).

EXAMPLE OF ENGLISH LANGUAGE ACQUISITION/ PROFICIENCY LEVEL IN READING

The student can:

- comprehend reading passages written in familiar or short sentence patterns and verbalize some of the main points of the passages
- use acquired knowledge of the English language to learn and understand new vocabulary in context
- identify and pronounce English phonemes in context

An example of some of the skills that a LEP student who has achieved academic proficiency in reading at the fifth-grade level would demonstrate is:

EXAMPLE OF ACADEMIC PROFICIENCY IN READING

The student can:

- independently read and comprehend a grade-level appropriate text and write a short essay describing the main idea of the text
- apply knowledge of reading strategies to comprehend the text of the next higher level of difficulty
- based on reading skills and strategies, comprehend and analyze elements of nonfiction and fiction texts, such as point of view of the author or conflict and resolution in a fiction work

While the English language proficiency standards are linked to the academic content standards in reading, the two types of standards are clearly not the same.

What English Language Proficiency Standards Must Include:

The *Non-Regulatory Guidance* document from the USDE (2003, p. 8) states that English language proficiency standards include the following components:

- A label for each proficiency level
- A description of each proficiency level
  - in terms of language ability
  - in terms of ability to participate in content classes
- A test score that indicates attainment of each level

In addition, the standards must be specific to grade levels or grade spans/clusters.

Suggested Steps for Developing District English Language Proficiency Standards:
Developed by Shelley B. Fairbairn, M.A.

1) Gather all relevant stakeholders together (not only ESL teachers; include content-area teachers, parents, etc.).

2) Determine whether your standards will address each grade level or grade spans/clusters (e.g., K-2).

3) Determine how many proficiency levels your district will use.

    a) State documentation uses 5 (see the *Iowa Enrollment Descriptors* – Appendix A).

    b) Districts should use at least 3 proficiency levels.

4) Select the labels for each proficiency level.

    a) The State uses the following labels: *pre-production, early production, speech emergence, intermediate fluency, fluent.*

    b) Districts may use other terms such as *beginner, intermediate, advanced*, etc.

5) Create tables for each language domain (listening, speaking, reading, and writing) that include all of the aforementioned information, as well as adequate space for the additional required information listed below. (See sample template on page 10.)

    a) Description of language ability <u>in each of the 4 domains;</u>

    b) Description of ability to participate in content classes; and

    c) A test score that indicates attainment of each level.

6) Fill in each cell in the table with either achievement descriptors (also known as performance indicators) for language ability and content-related ability or test scores, as appropriate.

    a) Remember to use clear language so those who are not familiar with ESL terminology can understand them.

    b) Make sure that your achievement descriptors for language ability and content-related ability describe increasingly difficult abilities as they progress from left to right for each grade level or grade span/cluster.

i) Districts may want to make use of TESOL's *ESL Standards for Pre-K-12 Students* in this work (see Appendix B for more information). However, districts are cautioned that adopting those standards verbatim requires permission from TESOL.

c) Ensure that the content-related abilities are aligned with district content standards (which should be aligned to the *Core Content Standards and Benchmarks Corresponding to the Iowa Tests* – see Appendix C).

i) This alignment of content-related abilities can be done for all 4 of the language domains (listening, speaking, reading, and writing); components of both reading and math standards/benchmarks can be addressed during instruction devoted to all 4 domains.

ii) Although science standards aren't required under NCLB until 2005-2006, if your district has already developed them, you may want to address them now. (However, the *Core Content Standards* document from Iowa Testing Programs does not yet include science.)

d) Bear in mind that the English language proficiency assessment that your district uses for showing growth in language acquisition must be aligned with your English language proficiency standards. (See Appendix D for a list of assessments available for showing growth in language acquisition.)

7) Cross check cells from the lowest to highest proficiency level to ensure that achievement descriptors are increasingly difficult.

8) Compare achievement descriptors across grade spans/clusters to ensure vertical articulation.

9) For examples, refer to the *Sample English Language Proficiency Standards for Iowa School Districts* for grades K-2, 3-5, 6-8, and 9-12 in Appendices E, F, G, and H, respectively.

Sample District English Language Proficiency Standards Template

Grade Level: (K-2, 3-5, 6-8, 9-12)

LANGUAGE DOMAIN* (Listening, Speaking, Reading, or Writing)

Proficiency Level Grade/Ability/Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Kindergarten through Second Grade					
Language Ability					
Content-related ability	Reading: Math:	Reading: Math:	Reading: Math:	Reading: Math:	Reading: Math:
Test score requirement					
Grades 3 through 5					
Language Ability					
Content-related ability	Reading: Math:	Reading: Math:	Reading: Math:	Reading: Math:	Reading: Math:
Test score requirement					
Grades 6 through 8					
Language Ability					
Content-related ability	Reading: Math:	Reading: Math:	Reading: Math:	Reading: Math:	Reading: Math:
Test score requirement					
Grades 9 through 12					
Language Ability					
Content-related ability	Reading: Math:	Reading: Math:	Reading: Math:	Reading: Math:	Reading: Math:
Test score requirement					

*See Appendices E, F, G, and H for sample standards addressing all four language domains (listening, speaking, reading, and writing) for grades K-2, 3-5, 6-8, and 9-12, respectively.

Examples of English Language Proficiency Standards:

Appendices E, F, G, and H contain sample English language proficiency standards for grades K-2, 3-5, 6-8, and 9-12, respectively. You will notice that these standards make use of the template on the previous page, but this does not mean that districts must use the template; the purpose of this document is to provide guidance and give examples that will assist districts in developing English language proficiency standards that fulfill their needs while simultaneously meeting the requirements of NCLB.

Of course, other states have developed English language proficiency standards and these can serve as additional examples. Districts are free to examine standards from a variety of sources in their work to develop their own. Several online resources are listed in Appendix I.

Appendix A: Title III - Enrollment Status Descriptors

ELL Participation in District-Wide Assessments Systems

	CURRENT ELL STUDENTS		TRANSITIONED ELLs	EXITED
	Identification/Placement or Growth measure		*Up to 2 years*	
Student's language Descriptors	Pre-production/Early Production/ Speech Emergence	Intermediate Fluency	*Scores proficient on an English language proficiency test*	*There is NO need for additional second language support.*
English Language Fluency Levels	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient on **ALL** parts of the assessment or a **COMBINATION** of limited and proficient	English Fluency Levels: *Proficient in the 4 domains (reading, writing, listening, speaking)*	*Satisfies the District's exit criteria and has been exited from the transitional stage. The student is NO longer classified as an ELL at the LEA.*
English Language Proficiency Testing	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient on **ALL** parts of the assessment or a **COMBINATION** or limited and proficient	No English language proficiency testing. LEA monitors the student's work for up to 2 years	
Instructional Services	Receive/Participate in: • Newcomer/Orientation • Two-Way Bilingual Education, Dual Language Instruction, Bilingual Immersion, or Developmental Bilingual Education (DBE) • Transitional Bilingual Education (TBE) • Foreign Language Immersion • Direct ESL Services (ESL pull-out, ESL class period, or ESL resource center) • *Special Alternative Instructional Program (SAIP) (Also known as Structured Immersion, Immersion Strategy, Sheltered English Instruction, Specially Designed Alternative Instruction in English (SDAIE), or Content-Based Programs)* • *Inclusion Model/Push-in* • *Content area support* • Tutor/Native language support • Mainstream classroom instruction (to the extent practicable)	Receive/Participate in: • Some ESL support • Flexible scheduling and instruction • In-class support • Tutoring • Etc.	Receive/Participate in: • Full participation in district classes- same guidelines as general education students • Flexibility for re-entry • Differentiated instruction as needed	
General Achievement Levels	Performance in content areas may be below grade level	Performance in content areas may be near to or at grade level.	Performance in content areas is at grade level.	Performance in content areas is AT grade level.
Accommodations in assessment and delivery of instruction			ACCOMMODATIONS decisions are made on an individual basis. If no accommodations are needed, include in the assessments as general education students.	Participates in the District-wide assessments WITHOUT accommodations

Appendix B: TESOL Goals

TESOL has established three broad goals for ESOL learners at all age levels, goals that include personal, social, and academic uses of English. Each goal is associated with three distinct standards. In TESOL's vision, ESOL learners will meet these standards as a result of the instruction they receive, thereby achieving the goals.

Goal 1: To use English to communicate in social settings
Standards for Goal 1
Students will:

1. use English to participate in social interaction
2. interact in, through, and with spoken and written English for personal expression and enjoyment
3. use learning strategies to extend their communicative competence

Goal 2: To use English to achieve academically in all content areas
Standards for Goal 2
Students will:

1. use English to interact in the classroom
2. use English to obtain, process, construct, and provide subject matter information in spoken and written form
3. use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways
Standards for Goal 3
Students will:

1. use the appropriate language variety, register, and genre according to audience, purpose, and setting
2. use nonverbal communication appropriate to audience, purpose, and setting
3. use appropriate learning strategies to extend their sociolinguistic and sociocultural competence

Source: pp. 8-10 of Kupetz, M. (Ed.). (1997). *ESL Standards for Pre-k-12 Students.* Alexandria, VA: Teachers of English to Speakers of Other Languages.
Available at: www.tesol.org

Appendix C:
Core Content Standards and Benchmarks
Corresponding to the Iowa Tests

Reading Content Standards

A. Students can comprehend what they read in a variety of literary and informational texts.

Grades 3-5 Benchmarks

1. Students can understand stated information they have read.
2. Students can determine the meaning of new words from their context.
3. Students can draw conclusions, make inferences, and deduce meaning.
4. Students can infer traits, feelings, and motives of characters.
5. Students can interpret information in new contexts.
6. Students can interpret nonliteral language used in a text.
7. Students can determine the main idea of a text.
8. Students can identify the writer's views or purpose.
9. Students can analyze style or structure.

Grades 6-9 Benchmarks

1. Students can understand stated information they have read.
2. Students can determine the meaning of new words from their context.
3. Students can draw conclusions, make inferences, and deduce meaning.
4. Students can infer traits, feelings, and motives of characters.
5. Students can interpret information in new contexts.
6. Students can interpret nonliteral language used in a text.
7. Students can determine the main idea of a text.
8. Students can identify the writer's views or purpose.
9. Students can analyze style or structure.

Grades 10-12 Benchmarks

1. Students can understand stated information they have read.
2. Students can determine the literal meaning of specific words.
3. Students can draw conclusions, make inferences, and deduce meaning.
4. Students can infer traits, feelings, and motives of characters or individuals.
5. Students can make predictions based on stated information.
6. Students can interpret nonliteral language used in a text.
7. Students can determine the main idea, topic, or theme and make generalizations.
8. Students can identify the author's views or purposes.
9. Students can distinguish among facts, opinions, and assumptions.
10. Students can recognize aspects of a passage's style and structure and can recognize literary techniques.

Math Content Standards

A. Students can understand and apply a variety of math concepts.
B. Students can understand and apply methods of estimation.
C. Students can solve a variety of math problems.
D. Students can interpret data presented in a variety of ways.

Grades 3-5 Benchmarks

A. Students can understand and apply a variety of math concepts.

1. Students can understand and apply number properties and operations.
2. Students can understand and apply concepts and procedures of algebra.
3. Students can understand and apply concepts of geometry.
4. Students can understand and apply concepts of measurement.
5. Students can understand and apply concepts in probability and statistics.

B. Students can understand and apply methods of estimation.

1. Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense.

C. Students can solve a variety of math problems.

1. Students can solve math problems.
2. Students can understand and apply problem-solving approaches and procedures.

D. Students can interpret data presented in a variety of ways.

1. Students can use tables and graphs to locate and read information.
2. Students can interpret data from a variety of sources.

Grades 6-9 Benchmarks

A. Students can understand and apply a variety of math concepts.

1. Students can understand and apply number properties and operations.
2. Students can understand and apply concepts and procedures of algebra.
3. Students can understand and apply concepts of geometry.
4. Students can understand and apply concepts of measurement.
5. Students can understand and apply concepts in probability and statistics.

B. Students can understand and apply methods of estimation.

1. Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense.

C. Students can solve a variety of math problems.

1. Students can solve math problems.
2. Students can understand and apply problem-solving approaches and procedures.

D. Students can interpret data presented in a variety of ways.

1. Students can use tables and graphs to locate and read information.
2. Students can interpret data from a variety of sources.

Grades 10-12 Benchmarks

A. Students can understand and apply a variety of math concepts.

1. Students can understand and apply number properties and operations.
2. Students can understand and apply concepts and procedures of algebra.
3. Students can understand and apply concepts of geometry and measurement.
4. Students can understand and apply concepts in probability and statistics.

B. Students can understand and apply methods of estimation.

1. Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense.

C. Students can solve a variety of math problems.

1. Students can solve math problems requiring multiple steps and operations.
2. Students can reason quantitatively.

D. Students can interpret data presented in a variety of ways.

1. Students can make inferences based on data presented in a variety of ways.
2. Students can interpret data from a variety of sources.

Available from: http://www.state.ia.us/educate/ecese/nclb/doc/ccsb.pdf

Appendix D:
English Language Proficiency Assessments
Designed to Show Growth in Language Acquisition

The developers of the following tests have assured the Iowa Department of Education (IDE) that these instruments have been designed specifically for documenting growth in language acquisition.

Test Name/Publisher Information	**General Description**
English Language Development Assessment (ELDA) Council of Chief State School Officers One Massachusetts Ave, NW Suite 700 Washington, DC 20001-1431 202-336-7000 www.ccsso.org	A number of states (including Iowa) have joined the LEP SCASS (Limited English Proficient State Collaborative on Assessment and Student Standards) group under the leadership of Nevada in this assessment endeavor. Test development has been funded with an enhanced assessment grade from the U.S. Department of Education and has been carried out through a cooperative effort with the American Institutes for Research Education. The test will assess listening, speaking, reading, and writing and will meet the requirements of Title III of the No Child Left Behind Act of 2001.
Iowa Test of English Language Learning (ITELL) Iowa Testing Programs 334 Lindquist Center Iowa City, IA 52242 319-335-6010 www.uiowa.edu/~itp	The ITELL is grounded in TESOL's ESL Standards for Pre-K-12 Students, national and state content standards, and they types of language and content found in commonly-used textbooks and standardized achievement tests. It tests the listening, speaking, reading, writing, and comprehension abilities of students in grades K-12 in the following grade spans: K-2, 3-5, 6-8, and 9-12. In addition, an innovative "test literacy" section assesses student ability in coping with the item formats and language found on standardized achievement tests. Registration, distribution, and scoring of ITELL will be handled by Iowa Testing Programs and available once again to Iowa schools in spring 2005. Because the test battery is still under development, there will again be no charge to Iowa schools using ITELL next spring.

(continued on next page)

The websites for the following instruments claim that they can be used to document growth in language acquisition, but the Iowa Department of Education has yet to receive such assurance directly from the test developers/publishers.

Test Name/Publisher Information	**General Description**
IDEA Proficiency Tests (IPT) Ballard & Tighe P.O. Box 210 Brea, CA 92821-0219 800-321-4332 www.ballard-tighe.com	The *IPT* tests, forms E & F, are NCLB-compliant, measuring students' proficiency in listening, speaking, reading, writing, and comprehension. A new version of the test, the "IPT 2005," is forthcoming.
Language Assessment Scales (LAS) CTB/McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940 800-538-9547 www.ctb.com	The *LAS* tests oral language, reading, and writing, and meets the requirements of the *No Child Left Behind Act of 2001*. (Educators using older versions of the test can make use of the new norms that are available online; the current version reflects a changes and an entirely new version, the *LAS Proficiency Assessment 2005,* is forthcoming.
MAC II TASA P.O. Box 382 4 Hardscrabble Heights Brewster, NY 10509 800-800-2598 www.tasaliteracy.com	The *MAC II* assesses listening, speaking, reading, and writing proficiency of students in grades K-12. A short screening test is also available for placement. Tests can be machine- or hand-scored.
Woodcock Munoz Language Survey (WMLS) Riverside Publishing 425 Spring Lake Dr. Itasca, IL 60143-2079 800-323-9540 www.riverpub.com	The *WMLS* is suitable for individuals ranging from age 4 to adulthood. It evaluates language proficiency in English or Spanish through tests of oral language and reading/writing. Computer scoring comes with the test.

Appendix E: Sample English Language Proficiency Standards for Iowa School Districts

Developed by Shelley B. Fairbairn, M.A.

Sample English Language Proficiency Standards for Iowa School Districts

Grades K through 2

LISTENING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Understands few words ♦ Derives meaning from context (cannot grasp meaning without visual support) ♦ Up to 500-word receptive vocabulary	♦ Understands key words ♦ Still needs numerous visual cues to derive meaning ♦ Up to 1,000-word receptive/active vocabulary	♦ Understands general and main ideas ♦ Demonstrates good comprehension if visual support is provided ♦ Hears small elements of speech ♦ Up to 3,000-word receptive/active word vocabulary	♦ Understands social language very well ♦ Still requires extra support for technical content material ♦ Hears some subtle elements of speech ♦ Beyond 3,000-word receptive/active vocabulary	♦ Understands material that is comprehensible to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*[#], fluent listeners can: ♦ Understand social language in order to interact with others (Goal 1) ♦ Understand classroom discourse in order to learn content material (Goal 2) ♦ Understand various varieties, registers, and genres of language and apply strategies to extend abilities (Goal 3)
Content-related ability**[+] **Note: It is recommended that districts use their own math and reading standards in developing this portion of their English language proficiency standards. In lieu of district curricula, these sample standards make use of the *Core Content Standards and Benchmarks Corresponding to the*	**Reading:** ♦ Attends to meaningful stories ♦ Recognizes words heard often during reading instruction **Math:** ♦ Attends to math instruction that is supported visually ♦ Comprehends key math words related to concepts learned previously when instruction is visually supported ♦ Begins to understand how to complete and	**Reading:** ♦ Comprehends basic message of illustrated books read at his/her instructional level ♦ Understands words heard often during reading instruction ♦ Students taking Level 5 of the *Iowa Tests of Basic Skills* begin to develop the ability to: o understand initial sounds related to pictures and words (Level 5 Word Analysis Skills Benchmark #1[†]) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2[†]) o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3[†])	**Reading:** ♦ Comprehends general information and main ideas of illustrated books read at his/her instructional level ♦ Continues to build vocabulary during visually-supported reading instruction ♦ Students taking Level 5 of the *Iowa Tests of Basic* initial sounds *Skills* continue to develop the ability to: o understand initial sounds related to pictures and words (Level 5 Word Analysis Skills Benchmark #1[†]) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2[†]) o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3[†]) o identify printed letters (Level 5	**Reading:** ♦ Comprehends the majority of subject matter information presented orally, though extra support may be needed ♦ Recognizes a variety of general and content-related words presented orally ♦ Students taking Level 5 of the *Iowa Tests of Basic Skills* fine-tune the ability to: o understand initial sounds related to pictures and words (Level 5 Word Analysis Skills Benchmark #1[†]) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2[†]) o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3[†]) o identify printed letters (Level 5 Word Analysis Skills Benchmark #4[†]) ♦ Students taking Level 6 of the *Iowa Tests of*	**Reading:** ♦ Demonstrates listening comprehension within an average band of grade-level performance as described in the following statements: ♦ Students taking Level 5 of the *Iowa Tests of Basic Skills* demonstrate the ability to: o understand initial sounds related to pictures and words (Level 5 Word Analysis Skills Benchmark #1[†]) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2[†]) o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3[†]) o identify printed letters (Level 5 Word Analysis Skills Benchmark #4[†]) ♦ Students taking Level 6 of the *Iowa Tests of Basic Skills* demonstrate the ability to: o make use of auditory cues (Level 6 Reading Skills Benchmark #1[†])

Iowa Tests of Basic Skills: K-2 (Levels 5-8) **found in Appendix J.**	hand in assignments ♦ Begins to understand and apply math concepts when instruction is visually supported	o identify printed letters (Level 5 Word Analysis Skills Benchmark #4†) ♦ Students taking Level 6 of the *Iowa Tests of Basic Skills* begin to develop the ability to: o make use of auditory cues (Level 6 Reading Skills Benchmark #1†) o make use of picture cues (Level 6 Reading Skills Benchmark #2†) o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3†) o comprehend sentences (Level 6 Reading Skills Benchmark #4†) o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* begin to develop the ability to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) **Math:** ♦ Comprehends basic math concepts when extra visual support is provided during instruction ♦ Understands words heard often during math instruction ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* begin to develop the ability to: o listen in order to understand and apply number properties and operations (Level 5 & 6 Mathematics Skills Benchmark A†) o listen in order to understand and apply basic geometry concepts (Level 5 & 6 Mathematics Skills Benchmark B†) o listen in order to understand and	Word Analysis Skills Benchmark #4†) ♦ Students taking Level 6 of the *Iowa Tests of Basic Skills* continue to develop the ability to: o make use of auditory cues (Level 6 Reading Skills Benchmark #1†) o make use of picture cues (Level 6 Reading Skills Benchmark #2†) o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3†) o comprehend sentences (Level 6 Reading Skills Benchmark #4†) o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* continue to develop the ability to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) **Math:** ♦ Comprehends a good deal of math instruction when extra visual support is provided ♦ Continues to build vocabulary during visually-supported reading instruction ♦ Begins to understand words from aural context ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* continue to develop the ability to listen in order to: o understand and apply number properties and operations (Level 5 & 6 Mathematics Skills Benchmark A†) o understand and apply basic geometry concepts (Level 5 & 6 Mathematics Skills Benchmark B†) o understand and apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†)	*Basic Skills* fine-tune the ability to: o make use of auditory cues (Level 6 Reading Skills Benchmark #1†) o make use of picture cues (Level 6 Reading Skills Benchmark #2†) o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3†) o comprehend sentences (Level 6 Reading Skills Benchmark #4†) o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* fine-tune the ability to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) **Math:** ♦ Comprehends a good deal of math instruction when extra visual support is provided ♦ Continues to build vocabulary during visually-supported reading instruction ♦ Begins to understand words from aural context ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* fine-tune the ability to: o listen in order to understand and apply number properties and operations (Level 5 & 6 Mathematics Skills Benchmark A†) o listen in order to understand and apply basic geometry concepts (Level 5 & 6 Mathematics Skills Benchmark B†) o listen in order to understand and apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†) o listen in order to solve math problems (Level 5 & 6 Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* fine-tune the ability to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills Benchmark A†) o understand and apply basic algebraic concepts (Level 7 & 8 Mathematics Skills Benchmark B†) o understand and apply basic geometry	o make use of picture cues (Level 6 Reading Skills Benchmark #2†) o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3†) o comprehend sentences (Level 6 Reading Skills Benchmark #4†) o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* demonstrate the ability to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) **Math:** ♦ Demonstrates listening comprehension within an average band of grade-level performance as described in the following statements: ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* demonstrate the ability to listen in order to: o understand and apply number properties and operations (Level 5 & 6 Mathematics Skills Benchmark A†) o understand and apply basic geometry concepts (Level 5 & 6 Mathematics Skills Benchmark B†) o understand and apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†) o solve math problems (Level 5 & 6 Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* demonstrate the ability to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills Benchmark A†) o understand and apply basic algebraic concepts (Level 7 & 8 Mathematics Skills Benchmark B†) o understand and apply basic geometry concepts (Level 7 & 8 Mathematics Skills Benchmark C†) o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills Benchmark D†) o use listening skills to solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) o use listening skills to interpret data (Level 7 & 8 Mathematics Skills Benchmark F†)

		apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†) o listen in order to solve math problems (Level 5 & 6 Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* begin to develop the ability to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills Benchmark A†) o understand and apply basic algebraic concepts (Level 7 & 8 Mathematics Skills Benchmark B†) o understand and apply basic geometry concepts (Level 7 & 8 Mathematics Skills Benchmark C†) o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills Benchmark D†) o use listening skills to solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) o use listening skills to interpret data (Level 7 & 8 Mathematics Skills Benchmark F†) Understands how to complete and turn in an assignment, though may need assistance in completing some problems	o solve math problems (Level 5 & 6 Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* continue to develop the ability to listen in order to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills Benchmark A†) o understand and apply basic algebraic concepts (Level 7 & 8 Mathematics Skills Benchmark B†) o understand and apply basic geometry concepts (Level 7 & 8 Mathematics Skills Benchmark C†) o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills Benchmark D†) o use listening skills to solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) o use listening skills to interpret data (Level 7 & 8 Mathematics Skills Benchmark F†) ♦ Understands how to complete and turn in an assignment, though may need assistance in completing story problems	concepts (Level 7 & 8 Mathematics Skills Benchmark C†) o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills Benchmark D†) o use listening skills to solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) o use listening skills to interpret data (Level 7 & 8 Mathematics Skills Benchmark F†) ♦ Understands how to complete and turn in an assignment, though may need assistance in completing story problems	
Test score requirement					
##IDEA Proficiency Test	Level A on Oral Test	Level B on Oral Test	Level C on Oral Test	Level D or E on Oral Test	Level F on Oral Test
##Language Assessment Scales (LAS)	Oral One	Oral Two	Oral Three	Oral Four	Oral Five
(Other tests approved by the IDE may also be used)					

Sample English Language Proficiency Standards for Iowa School Districts

Grades K through 2

SPEAKING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Says <u>only</u> yes, no, or names of other students ♦ Indicates comprehension physically ♦ Responds by pantomiming, gesturing, or drawing	♦ Produces words in isolation ♦ Responds one- or two-words answers or in phrases or indicates comprehension physically ♦ Verbalizes key words heard ♦ Makes errors of omission ♦ Mispronounces words	♦ Produces whole sentences ♦ Makes basic grammatical errors ♦ Functions on a social level ♦ Uses limited vocabulary	♦ Produces whole increasing amounts of discourse ♦ Makes complex grammatical errors ♦ Functions somewhat on an academic level ♦ Uses an expanded vocabulary	♦ Speaks in a way that is comparable to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*[#], fluent speakers can: ♦ Use spoken English to interact in social situations (Goal 1) ♦ Use spoken English to interact in academic situations (Goal 2) ♦ Use different varieties, registers, and genres of spoken English as required for specific situations and apply strategies to extend abilities (Goal 3)
Content-related ability**[+] **Note: It is recommended that districts use their own math and reading standards in developing this portion of their English language proficiency standards. In lieu of district curricula, these sample standards make use of the *Core Content Standards and Benchmarks Corresponding to the Iowa Tests of Basic Skills: K-2 (Levels 5-8)* found in Appendix J.**	**Reading:** ♦ Says only yes or no in response to reading instruction ♦ Indicates comprehension physically ♦ Responds by pantomiming, gesturing, or drawing **Math:** ♦ Says only yes or no in response to math instruction ♦ Indicates comprehension physically ♦ Responds by pantomiming, gesturing, or drawing	**Reading:** ♦ Produces words related to reading instruction in isolation ♦ Responds one- or two-words answers or in phrases or indicates comprehension physically during reading instruction ♦ Verbalizes key words heard ♦ Makes errors of omission ♦ Mispronounces words ♦ Students taking Level 5 of the *Iowa Tests of Basic Skills* begin to develop the ability to speak in order to: o understand initial sounds related to pictures and words (Level 5 Word Analysis Skills Benchmark #1[†]) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2[†]) o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3[†]) o identify printed letters (Level 5 Word Analysis Skills Benchmark #4[†]) ♦ Students taking Level 6 of the *Iowa Tests of Basic Skills* begin to develop the	**Reading:** ♦ Continues to build active vocabulary during visually-supported reading instruction ♦ Students taking Level 5 of the *Iowa Tests of Basic* initial sounds *Skills* continue to develop the ability to speak in order to: o understand initial sounds related to pictures and words (Level 5 Word Analysis Skills Benchmark #1[†]) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2[†]) o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3[†]) o identify printed letters (Level 5 Word Analysis Skills Benchmark #4[†]) ♦ Students taking Level 6 of the *Iowa Tests of Basic Skills* continue to develop the ability to speak in order to:	**Reading:** ♦ Produces increasing amounts of discourse describing general information and main ideas of illustrated books read or heard ♦ Students taking Level 5 of the *Iowa Tests of Basic Skills* fine-tune the ability to speak in order to: o understand initial sounds related to pictures and words (Level 5 Word Analysis Skills Benchmark #1[†]) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2[†]) o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3[†]) o identify printed letters (Level 5 Word Analysis Skills Benchmark #4[†]) ♦ Students taking Level 6 of the *Iowa Tests of Basic Skills* fine-tune the ability to speak in order to: o make use of auditory cues (Level 6 Reading Skills Benchmark #1[†]) o make use of picture cues (Level 6 Reading Skills Benchmark #2[†])	**Reading:** ♦ Demonstrates speaking ability within an average band of grade-level performance as described in the following statements: ♦ Students taking Level 5 of the *Iowa Tests of Basic Skills* demonstrate the ability to speak in order to: o understand initial sounds related to pictures and words (Level 5 Word Analysis Skills Benchmark #1[†]) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2[†]) o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3[†]) o identify printed letters (Level 5 Word Analysis Skills Benchmark #4[†]) ♦ Students taking Level 6 of the *Iowa Tests of Basic Skills* demonstrate the ability to speak in order to: o make use of auditory cues (Level 6 Reading Skills Benchmark #1[†]) o make use of picture cues (Level 6 Reading Skills Benchmark #2[†]) o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3[†]) o comprehend sentences (Level 6 Reading Skills

		ability to speak in order to: o make use of auditory cues (Level 6 Reading Skills Benchmark #1†) o make use of picture cues (Level 6 Reading Skills Benchmark #2†) o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3†) o comprehend sentences (Level 6 Reading Skills Benchmark #4†) o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* begin to develop the ability to speak in order to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) **Math:** ♦ Comprehends and begins to talk about basic math concepts when extra visual support is provided during instruction ♦ Understands and begins to use words heard often during math instruction ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* begin to develop the ability to speak order to: o understand and apply number properties and operations (Level 5 & 6 Mathematics Skills Benchmark A†) o understand and apply basic geometry concepts (Level 5 & 6 Mathematics Skills Benchmark B†) o understand and apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†) o solve math problems (Level 5 & 6 Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* begin to develop the ability to speak order to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills Benchmark A†)	o make use of auditory cues (Level 6 Reading Skills Benchmark #1†) o make use of picture cues (Level 6 Reading Skills Benchmark #2†) o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3†) o comprehend sentences (Level 6 Reading Skills Benchmark #4†) o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* continue to develop the ability to speak in order to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) **Math:** ♦ Produces whole sentences related to math instruction ♦ Continues to build active vocabulary during visually-supported math instruction ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* continue to develop the ability to speak in order to: o understand and apply number properties and operations (Level 5 & 6 Mathematics Skills Benchmark A†) o understand and apply basic geometry concepts (Level 5 & 6 Mathematics Skills Benchmark B†) o understand and apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†) o solve math problems (Level 5 & 6 Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the	o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3†) o comprehend sentences (Level 6 Reading Skills Benchmark #4†) o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* fine-tune the ability to speak in order to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) **Math:** ♦ Produces increasing amounts of discourse related to math instruction ♦ Continues to build active vocabulary during math instruction, relying less on visual support ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* fine-tune the ability to speak in order to: o understand and apply number properties and operations (Level 5 & 6 Mathematics Skills Benchmark A†) o understand and apply basic geometry concepts (Level 5 & 6 Mathematics Skills Benchmark B†) o understand and apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†) o solve math problems (Level 5 & 6 Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* fine-tune the ability to speak in order to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills Benchmark A†) o understand and apply basic algebraic concepts (Level 7 & 8 Mathematics Skills Benchmark B†) o understand and apply basic geometry concepts (Level 7 & 8 Mathematics Skills Benchmark C†)	Benchmark #4†) o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* demonstrate the ability to speak in order to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) **Math:** ♦ Demonstrates speaking ability within an average band of grade-level performance as described in the following statements: ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* demonstrate the ability to speak in order to: o understand and apply number properties and operations (Level 5 & 6 Mathematics Skills Benchmark A†) o understand and apply basic geometry concepts (Level 5 & 6 Mathematics Skills Benchmark B†) o understand and apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†) o solve math problems (Level 5 & 6 Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* demonstrate the ability to speak in order to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills Benchmark A†) o understand and apply basic algebraic concepts (Level 7 & 8 Mathematics Skills Benchmark B†) o understand and apply basic geometry concepts (Level 7 & 8 Mathematics Skills Benchmark C†) o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills Benchmark D†) o use listening skills to solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) o use listening skills to interpret data (Level 7 & 8 Mathematics Skills Benchmark F†)

		o understand and apply basic algebraic concepts (Level 7 & 8 Mathematics Skills Benchmark B†) o understand and apply basic geometry concepts (Level 7 & 8 Mathematics Skills Benchmark C†) o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills Benchmark D†) o solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) o interpret data (Level 7 & 8 Mathematics Skills Benchmark F†) Understands how to complete and turn in an assignment, though may need assistance in completing some problems	*Iowa Tests of Basic Skills* continue to develop the ability to speak in order to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills Benchmark A†) o understand and apply basic algebraic concepts (Level 7 & 8 Mathematics Skills Benchmark B†) o understand and apply basic geometry concepts (Level 7 & 8 Mathematics Skills Benchmark C†) o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills Benchmark D†) o use speaking skills to solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) o use speaking skills to interpret data (Level 7 & 8 Mathematics Skills Benchmark F†) ♦ Understands how to complete and turn in an assignment, though may need assistance in completing story problems	o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills Benchmark D†) o use reading skills to solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) o use reading skills to interpret data (Level 7 & 8 Mathematics Skills Benchmark F†)	
Test score requirement					
##IDEA Proficiency Tests	Level A on Oral Test	Level B on Oral Test	Level C on Oral Test	Level D or E on Oral Test	Level F on Oral Test
##Language Assessment Scales (LAS)	Oral One	Oral Two	Oral Three	Oral Four	Oral Five
(Other tests approved by the IDE may also be used)					

Sample English Language Proficiency Standards for Iowa School Districts

Grades K through 2

READING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Depends heavily on context in order to gain meaning from print ♦ Develops or reinforces concepts of print ♦ Begins to develop knowledge of letter names and sounds ♦ Begins to develop basic aural vocabulary related to reading	♦ Depends heavily on context in order to gain meaning from print ♦ Reinforces concepts of print ♦ Develops knowledge of letter names and sounds ♦ Continues to develop aural vocabulary related to reading ♦ Begins to develop oral vocabulary related to reading	♦ Begins to read sight words independently (as appropriate to grade level)$^{++}$ ♦ Begins to recognize word patterns/ families (as appropriate to grade level)$^{++}$ ♦ Begins to understand more vocabulary^{++} ♦ Begins to understand syntax (word order)$^{++}$ ♦ Begins to understand cueing systems (as appropriate to grade level) $^{++}$ ♦ Begins to develop speed, accuracy, and expression (as appropriate to grade level) $^{++}$	♦ Builds ability to read sight words independently (as appropriate to grade level)$^{++}$ ♦ Builds ability to recognize word patterns/ families (as appropriate to grade level)$^{++}$ ♦ Builds vocabulary knowledge^{++} ♦ Builds knowledge of syntax (word order)$^{++}$ ♦ Builds knowledge of cueing systems (as appropriate to grade level)$^{++}$ ♦ Builds speed, accuracy, and expression (as appropriate to grade level)$^{++}$	♦ Reads in a way that is comparable to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*$^{\#}$, fluent readers can: ♦ Effectively read English needed in social situations (Goal 1) ♦ Effectively read English needed in academic situations (Goal 2) ♦ Understand English varieties, registers, and genres in print and apply strategies to extend abilities (Goal 3)
Content-related ability**$^{+}$ **Note: It is recommended that districts use their own math and reading standards in developing this portion of their English language proficiency standards. In lieu of district curricula, these sample standards make use of the *Core Content Standards and Benchmarks Corresponding to the Iowa Tests of Basic Skills: K-2 (Levels 5-*	**Reading:** ♦ Depends heavily on context in order to gain meaning from print ♦ Develops or reinforces concepts of print ♦ Begins to develop knowledge of letter names and sounds ♦ Begins to develop basic aural vocabulary ♦ Attends to texts that are meaningful ♦ Looks at books at his/her instructional level independently ♦ Demonstrates knowledge of basic vocabulary or general idea of a text through pantomiming,	**Reading:** ♦ Depends heavily on context in order to gain meaning from print ♦ Reinforces concepts of print ♦ Develops knowledge of letter names and sounds ♦ Continues to develop aural vocabulary ♦ Begins to develop oral vocabulary ♦ Starts to identify words taught in context with repetition (as appropriate to grade level) ♦ Demonstrates understanding of basic content or plot that is supported visually ♦ Selects books at his/her instructional level with assistance ♦ Students taking Level 5 of the *Iowa Tests of Basic Skills* begin to develop the ability: o understand initial sounds related to pictures and words (Level 5 Word	**Reading:** ♦ Begins to: o read sight words independently (as appropriate to grade level)$^{++}$ o recognize word patterns/ families (as appropriate to grade level)$^{++}$ o understand syntax (word order)$^{++}$ o understand cueing systems (as appropriate to grade level)$^{++}$ o develop speed, accuracy, and expression (as appropriate to grade level)$^{++}$ ♦ Students taking Level 5 of the *Iowa Tests of Basic* initial sounds *Skills* continue to develop the ability to read in order to: o Understand initial sounds related to pictures and words (Level 5 Word Analysis Skills Benchmark #1†) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2†)	**Reading:** ♦ Continues to: o read sight words independently (as appropriate to grade level)$^{++}$ o recognize word patterns/ families (as appropriate to grade level)$^{++}$ o understand syntax (word order)$^{++}$ o understand cueing systems (as appropriate to grade level)$^{++}$ o develop speed, accuracy, and expression (as appropriate to grade level)$^{++}$ ♦ Students taking Level 5 of the *Iowa Tests of Basic Skills* fine-tune the ability to read in order to: o understand initial sounds related to pictures and words (Level 5 Word Analysis Skills Benchmark #1†) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2†) o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3†) o identify printed letters (Level 5 Word Analysis Skills Benchmark #4†)	**Reading:** ♦ Demonstrates reading ability within an average band of grade-level performance as described in the following statements: ♦ Students taking Level 5 of the *Iowa Tests of Basic Skills* fine-tune the ability to read in order to: o understand initial sounds related to pictures and words (Level 5 Word Analysis Skills Benchmark #1†) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2†) o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3†) o identify printed letters (Level 5 Word Analysis Skills Benchmark #4†) ♦ Students taking Level 6 of the *Iowa Tests of Basic Skills* fine-tune the ability to read in order to: o make use of auditory cues (Level 6 Reading

8) **found in Appendix J.**	gesturing, or drawing **Math:** ♦ Depends heavily on context in order to gain meaning from print ♦ Begins to read or reads numbers and math operation signs (+, -, x, ÷), understanding what they represent ♦ Demonstrates comprehension of mathematical text (numbers and symbols)	Analysis Skills Benchmark #1†) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2†) o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3†) o identify printed letters (Level 5 Word Analysis Skills Benchmark #4†) ♦ Students taking Level 6 of the *Iowa Tests of Basic Skills* begin to develop the ability to: o make use of auditory cues (Level 6 Reading Skills Benchmark #1†) o make use of picture cues (Level 6 Reading Skills Benchmark #2†) o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3†) o comprehend sentences (Level 6 Reading Skills Benchmark #4†) o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* begin to develop the ability to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) **Math:** ♦ Depends heavily on context in order to gain meaning from print ♦ Demonstrates understanding of basic content of basic math text that is supported visually (as appropriate to grade level) ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* begin to develop the ability to: o understand and apply number properties and operations (Level 5 &	o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3†) o identify printed letters (Level 5 Word Analysis Skills Benchmark #4†) ♦ Students taking Level 6 of the *Iowa Tests of Basic Skills* continue to develop the ability to read in order to: o make use of picture cues (Level 6 Reading Skills Benchmark #2†) o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3†) o comprehend sentences (Level 6 Reading Skills Benchmark #4†) o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* continue to develop the ability to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) **Math:** ♦ Is developing an understand math-related syntax (word order)++ ♦ Begins to develop speed and accuracy related to linguistic features of math (as appropriate to grade level)++ ♦ Demonstrates understanding of math text that is written in simple sentences and supported visually ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* continue to develop the ability to use reading skills to: o understand and apply number properties and operations (Level 5 & 6 Mathematics Skills Benchmark A†) o understand and apply basic geometry concepts (Level 5 & 6 Mathematics Skills Benchmark B†) o understand and apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†) o solve math problems (Level 5 & 6	♦ Students taking Level 6 of the *Iowa Tests of Basic Skills* fine-tune the ability to read in order to: o make use of auditory cues (Level 6 Reading Skills Benchmark #1†) o make use of picture cues (Level 6 Reading Skills Benchmark #2†) o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3†) o comprehend sentences (Level 6 Reading Skills Benchmark #4†) o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* fine-tune the ability to read in order to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) **Math:** ♦ Continues to develop: o ability to read sight words in math problems independently++ o ability to recognize word patterns/ families as they arise in math instruction++ o vocabulary knowledge related to math++ o knowledge of math syntax (word order)++ o speed and accuracy related to linguistic features of math++ o ability to demonstrate understanding of math text that is written in simple sentences o active vocabulary during math instruction, relying less on visual support o build active vocabulary during math instruction, relying less on visual support o use context clues in the text to derive meaning ♦ Demonstrates understanding of text content in simple sentences ♦ Begins to demonstrate understanding of content in complex sentences ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* fine-tune the ability to read in order to: o understand and apply number properties and operations (Level 5 & 6 Mathematics Skills Benchmark A†) o understand and apply basic geometry concepts	Skills Benchmark #1†) o make use of picture cues (Level 6 Reading Skills Benchmark #2†) o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3†) o comprehend sentences (Level 6 Reading Skills Benchmark #4†) o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* fine-tune the ability to read in order to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) **Math:** ♦ Demonstrates reading ability related to math within an average band of grade-level performance as described in the following statements: ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* fine-tune the ability to read in order to: o understand and apply number properties and operations (Level 5 & 6 Mathematics Skills Benchmark A†) o understand and apply basic geometry concepts (Level 5 & 6 Mathematics Skills Benchmark B†) o understand and apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†) o solve math problems (Level 5 & 6 Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* fine-tune the ability to read in order to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills Benchmark A†) o understand and apply basic algebraic concepts (Level 7 & 8 Mathematics Skills Benchmark B†) o understand and apply basic geometry

		6 Mathematics Skills Benchmark A†) o understand and apply basic geometry concepts (Level 5 & 6 Mathematics Skills Benchmark B†) o understand and apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†) o solve math problems (Level 5 & 6 Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* begin to develop the ability to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills Benchmark A†) o understand and apply basic algebraic concepts (Level 7 & 8 Mathematics Skills Benchmark B†) o understand and apply basic geometry concepts (Level 7 & 8 Mathematics Skills Benchmark C†) o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills Benchmark D†) o solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) o interpret data (Level 7 & 8 Mathematics Skills Benchmark F†) ♦ Understands how to complete and turn in an assignment, though may need assistance in completing some problems	Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* continue to develop the ability to use reading skills to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills Benchmark A†) o understand and apply basic algebraic concepts (Level 7 & 8 Mathematics Skills Benchmark B†) o understand and apply basic geometry concepts (Level 7 & 8 Mathematics Skills Benchmark C†) o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills Benchmark D†) o solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) o interpret data (Level 7 & 8 Mathematics Skills Benchmark F†) ♦ Understands how to complete and turn in an assignment, though may need assistance in completing story problems	(Level 5 & 6 Mathematics Skills Benchmark B†) o understand and apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†) o solve math problems (Level 5 & 6 Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* fine-tune the ability to read in order to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills Benchmark A†) o understand and apply basic algebraic concepts (Level 7 & 8 Mathematics Skills Benchmark B†) o understand and apply basic geometry concepts (Level 7 & 8 Mathematics Skills Benchmark C†) o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills Benchmark D†) o use reading skills to solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) o use reading skills to interpret data (Level 7 & 8 Mathematics Skills Benchmark F†) ♦ Completes simple story problems with minimal assistance (as appropriate to grade level) ♦ Requires more assistance in completing multi-step story problems (as appropriate to grade level)	concepts (Level 7 & 8 Mathematics Skills Benchmark C†) o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills Benchmark D†) o use reading skills to solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) o use reading skills to interpret data (Level 7 & 8 Mathematics Skills Benchmark F†) ♦
Test score requirement					
##IPT 2004 Early Literacy-English R&W Tests (K-1)	(scoring rubric unavailable at the time of this writing)	(scoring rubric unavailable at the time of this writing)	(scoring rubric unavailable at the time of this writing)	(scoring rubric unavailable at the time of this writing)	(scoring rubric unavailable at the time of this writing)
##IDEA Proficiency Tests	NEW on Writing Test (2nd grade)	LEW on Writing Test (lower third of LEW range) (2nd grade)	LEW on Writing Test (middle third of LEW range) (2nd grade)	LEW on Writing Test (upper third of LEW range) (2nd grade)	FEW on Writing Test (2nd grade)
##Language Acquisition Scales (LAS)	R/W Zero or One (2nd grade)	R/W Two (2nd grade)	R/W Three (2nd grade)	R/W Four (2nd grade)	R/W Five (2nd grade)
(Other tests approved by the IDE may also be used)					

Sample English Language Proficiency Standards for Iowa School Districts

Grades K through 2

WRITING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Expresses meaning through drawing ♦ Can copy letters/words	♦ Expresses limited meaning through writing letters and/or familiar words (e.g., first and last name) which may be accompanied by drawing	♦ Writes words and simple sentences using invented spelling ♦ Begins to apply basic capitalization, punctuation, and grammar rules ♦ Begins to use more vocabulary[++] ♦ Begins to develop speed, accuracy, and expression in writing[++] ♦ Errors sometimes interfere with meaning	♦ Writes simple to complex sentences ♦ Gains accuracy in spelling, capitalization, punctuation, and grammar ♦ Expands speed, accuracy, and expression in writing[++] ♦ Errors do not interfere with meaning	♦ Writes in a way that is comparable to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*[#], fluent writers can: ♦ Use writing for social situations (Goal 1) ♦ Use writing in academic contexts (Goal 2) ♦ Write in different varieties, registers, and genres and apply strategies to extend abilities (Goal 3)
Content-related ability**[+] **Note: It is recommended that districts use their own math and reading standards in developing this portion of their English language proficiency standards. In lieu of district curricula, these sample standards make use of the *Core Content Standards and Benchmarks Corresponding to the Iowa Tests of Basic Skills: K-2 (Levels 5-8)* found in Appendix J.**	**Reading:** ♦ Responds to meaningful text by drawing or copying **Math:** ♦ Begins to copy or write numbers and math operation signs (+, -, x, ÷) ♦ Demonstrates comprehension of mathematical text (numbers and symbols) through drawing	**Reading:** ♦ Begins to demonstrate or demonstrates concepts of print in written responses to text ♦ Demonstrates understanding of basic content or plot through writing letters or words which may be accompanied by drawing (as appropriate to grade level) ♦ Students taking Level 5 of the *Iowa Tests of Basic Skills* begin to develop writing skills as a means to demonstrate their ability to: o understand initial sounds related to pictures and words (Level 5 Word Analysis Skills Benchmark #1[†]) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2[†]) o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3[†]) o identify printed letters (Level 5 Word Analysis Skills Benchmark #4[†]) ♦ Students taking Level 6 of the *Iowa Tests of Basic Skills* begin to develop	**Reading:** ♦ Begins to: o apply basic capitalization, punctuation, and grammar rules (as appropriate to grade level) o use more vocabulary[++] o develop speed, accuracy, and expression in writing (as appropriate to grade level)[++] ♦ Students taking Level 5 of the *Iowa Tests of Basic* initial sounds *Skills* continue to develop the ability to write in order to demonstrate ability to: o Understand initial sounds related to pictures and words (Level 5 Word Analysis Skills Benchmark #1[†]) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2[†]) o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3[†]) o identify printed letters (Level 5 Word Analysis Skills Benchmark #4[†]) ♦ Students taking Level 6 of the *Iowa Tests of Basic Skills* continue to develop the ability to write in order to demonstrate ability to: o make use of picture cues (Level 6 Reading	**Reading:** ♦ Students taking Level 5 of the *Iowa Tests of Basic* initial sounds *Skills* fine-tune the ability to write in order to demonstrate ability to: o Understand initial sounds related to pictures and words (Level 5 Word Analysis Skills Benchmark #1[†]) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2[†]) o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3[†]) o identify printed letters (Level 5 Word Analysis Skills Benchmark #4[†]) ♦ Students taking Level 6 of the *Iowa Tests of Basic Skills* fine-tune the ability to write in order to demonstrate ability to: o make use of picture cues (Level 6 Reading Skills Benchmark #2[†]) o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3[†]) o comprehend sentences (Level 6 Reading Skills Benchmark #4[†])	**Reading:** ♦ Demonstrates writing ability related to math within an average band of grade-level performance as described in the following statements: ♦ Students taking Level 5 of the *Iowa Tests of Basic* initial sounds *Skills* demonstrate the ability to write in order to demonstrate ability to: o Understand initial sounds related to pictures and words (Level 5 Word Analysis Skills Benchmark #1[†]) o understand letter-sound correspondences (Level 5 Word Analysis Skills Benchmark #2[†]) o identify rhyming sounds (Level 5 Word Analysis Skills Benchmark #3[†]) o identify printed letters (Level 5 Word Analysis Skills Benchmark #4[†]) ♦ Students taking Level 6 of the *Iowa Tests of Basic Skills* demonstrate the ability to write in order to demonstrate ability to: o make use of picture cues (Level 6 Reading Skills Benchmark #2[†])

		writing skills as a means to demonstrate their ability to: o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3†) o comprehend sentences (Level 6 Reading Skills Benchmark #4†) o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* begin to develop writing skills as a means to demonstrate their ability to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) **Math:** ♦ Demonstrates understanding of content of basic math text that is supported visually through writing letters or words which may be accompanied by drawing ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* begin to develop writing skills as a means to demonstrate their ability to: o understand and apply number properties and operations (Level 5 & 6 Mathematics Skills Benchmark A†) o understand and apply basic geometry concepts (Level 5 & 6 Mathematics Skills Benchmark B†) o understand and apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†) o solve math problems (Level 5 & 6 Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* begin to develop writing skills as a means to demonstrate their ability to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills Benchmark A†) o understand and apply basic algebraic	Skills Benchmark #2†) o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3†) o comprehend sentences (Level 6 Reading Skills Benchmark #4†) o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* continue to develop the ability to write in order to demonstrate ability to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) ♦ Errors sometimes interfere with meaning **Math:** ♦ Demonstrates understanding of math text that is written in simple sentences and supported visually by writing answers in numbers, words, and simple sentences (as appropriate to grade level) ♦ Begins to: o apply basic capitalization, punctuation, and grammar rules o use more vocabulary++ o develop speed, accuracy, and expression in writing++ ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* continue to develop the ability to write in order to demonstrate ability to: o understand and apply number properties and operations (Level 5 & 6 Mathematics Skills Benchmark A†) o understand and apply basic geometry concepts (Level 5 & 6 Mathematics Skills Benchmark B†) o understand and apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†) o solve math problems (Level 5 & 6 Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* continue to develop the ability to write in order to demonstrate ability to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills	o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* fine-tune the ability to write in order to demonstrate ability to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) ♦ Writes simple to complex sentences in response to text ♦ Gains accuracy in spelling, capitalization, punctuation, and grammar ♦ Expands speed, accuracy, and expression in writing++ ♦ Errors do not interfere with meaning **Math:** ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* fine-tune the ability to write in order to demonstrate ability to: o understand and apply number properties and operations (Level 5 & 6 Mathematics Skills Benchmark A†) o understand and apply basic geometry concepts (Level 5 & 6 Mathematics Skills Benchmark B†) o understand and apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†) o solve math problems (Level 5 & 6 Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* fine-tune the ability to write in order to demonstrate ability to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills Benchmark A†) o understand and apply basic algebraic concepts (Level 7 & 8 Mathematics Skills Benchmark B†) o understand and apply basic geometry concepts (Level 7 & 8 Mathematics Skills Benchmark C†) o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills	o demonstrate word attack skills (Level 6 Reading Skills Benchmark #3†) o comprehend sentences (Level 6 Reading Skills Benchmark #4†) o comprehend stories (Level 6 Reading Skills Benchmark #5†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* demonstrate the ability to write in order to demonstrate ability to: o understand factual information (Level 7 Reading Skills Benchmark #1, #2†) o make inferences about and interpret stories (Level 7 Reading Skills Benchmark #3†) o analyze stories and make generalizations (Level 7 Reading Skills Benchmark #4†) **Math:** ♦ Demonstrates writing ability related to math within an average band of grade-level performance. This means that students can: ♦ Students taking Level 5 or 6 of the *Iowa Tests of Basic Skills* demonstrate the ability to write in order to demonstrate ability to: o understand and apply number properties and operations (Level 5 & 6 Mathematics Skills Benchmark A†) o understand and apply basic geometry concepts (Level 5 & 6 Mathematics Skills Benchmark B†) o understand and apply basic measurement concepts (Level 5 & 6 Mathematics Skills Benchmark C†) o solve math problems (Level 5 & 6 Mathematics Skills Benchmark D†) ♦ Students taking Level 7 or 8 of the *Iowa Tests of Basic Skills* demonstrate the ability to write in order to demonstrate ability to: o understand and apply number properties and operations (Level 7 & 8 Mathematics Skills Benchmark A†) o understand and apply basic algebraic concepts (Level 7 & 8 Mathematics Skills Benchmark B†)

		concepts (Level 7 & 8 Mathematics Skills Benchmark B†) o understand and apply basic geometry concepts (Level 7 & 8 Mathematics Skills Benchmark C†) o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills Benchmark D†) o solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) o interpret data (Level 7 & 8 Mathematics Skills Benchmark F†)	Benchmark A†) o understand and apply basic algebraic concepts (Level 7 & 8 Mathematics Skills Benchmark B†) o understand and apply basic geometry concepts (Level 7 & 8 Mathematics Skills Benchmark C†) o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills Benchmark D†) o solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) o interpret data (Level 7 & 8 Mathematics Skills Benchmark F†) ♦ Understands how to complete and turn in an assignment, though may need assistance in completing story problems ♦ Errors sometimes interfere with meaning	Benchmark D†) o solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) o interpret data (Level 7 & 8 Mathematics Skills Benchmark F†) ♦ Completes simple story problems with minimal assistance (as appropriate to grade level) ♦ Requires more assistance in completing multi-step story problems (as appropriate to grade level) ♦ Gains accuracy in spelling, capitalization, punctuation, and grammar ♦ Expands speed, accuracy, and expression in writing++ ♦ Errors do not interfere with meaning	o understand and apply basic geometry concepts (Level 7 & 8 Mathematics Skills Benchmark C†) o understand and apply basic measurement concepts (Level 7 & 8 Mathematics Skills Benchmark D†) o solve a variety of math problems (Level 7 & 8 Mathematics Skills Benchmark E†) interpret data (Level 7 & 8 Mathematics Skills Benchmark F†)
Test score requirement					
##IPT 2004 Early Literacy-English R&W Tests (K-1)	(scoring rubric unavailable at the time of this writing)	(scoring rubric unavailable at the time of this writing)	(scoring rubric unavailable at the time of this writing)	(scoring rubric unavailable at the time of this writing)	(scoring rubric unavailable at the time of this writing)
##IDEA Proficiency Tests	NEW on Writing Test (2nd grade)	LEW on Writing Test (lower third of LEW range) (2nd grade)	LEW on Writing Test (middle third of LEW range) (2nd grade)	LEW on Writing Test (upper third of LEW range) (2nd grade)	FEW on Writing Test (2nd grade)
##Language Acquisition Scales (LAS)	R/W Zero or One (2nd grade)	R/W Two (2nd grade)	R/W Three (2nd grade)	R/W Four (2nd grade)	R/W Five (2nd grade)
(Other tests approved by the IDE may also be used)					

*Adapted from (unless otherwise noted):
Grognet, A., Jameson, J., Franco, L., & Derrick-Mescua, M. (2000). *Enhancing English Language Learning in Elementary Classroom: Trainer's Manual.* McHenry, IL: Delta Systems Co., Inc. (last page of Presenter's Appendix) – See Appendix K

**Adapted from (unless otherwise ntoed):
Iowa Department of Education. (2004). *Guidelines for the Inclusion of English Language Learners (ELLs) in K-12 Assessments.* Des Moines, IA: Author. (Appendix H) – See Appendix L

†Source:
Core Content Standards and Benchmarks Corresponding to the Iowa Tests. (n.d.) Retrieved May 12, 2003 from http://www.state.ia.us/educate/ecese/nclb/doc/ccsb.pdf (See Appendix C of this document)

++Adapted from:
Kauffman, D., & Franco, L. (2004). *What's Different About Teaching Reading to Students Learning English?* McHenry, IL: Delta Systems Co., Inc.

#Source:
Kupetz, M. (Ed.) (1997). *ESL Standards for Pre-K-12 Students.* Alexandria, VA: Teachers of English to Speakers of Other Languages.

##The developers of the following tests have assured the Iowa Department of Education (IDE) that these instruments have been designed specifically for documenting growth in language acquisition.

†Source: **Appendix J:Core Content Standards and Benchmarks Corresponding to the Iowa Tests of Basic Skills K-2 (Levels 5-8)**

Appendix F: Sample English Language Proficiency Standards for Iowa School Districts

Developed by Shelley B. Fairbairn, M.A.

Sample English Language Proficiency Standards for Iowa School Districts

Grades 3 through 5

LISTENING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Understands few words ♦ Derives meaning from context (cannot grasp meaning without visual support) ♦ Up to 500-word receptive vocabulary	♦ Understands key words ♦ Still needs numerous visual cues to derive meaning ♦ Up to 1,000-word receptive/active vocabulary	♦ Understands general and main ideas ♦ Demonstrates good comprehension if visual support is provided ♦ Hears small elements of speech ♦ Up to 3,000-word receptive/active word vocabulary	♦ Understands social language very well ♦ Still requires supplementary support for technical content material ♦ Hears some subtle elements of speech ♦ Beyond 3,000-word receptive/active vocabulary	♦ Understands material that is comprehensible to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*[#], fluent listeners can: ♦ Understand social language in order to interact with others (Goal 1) ♦ Understand classroom discourse in order to learn content material (Goal 2) ♦ Understand various varieties, registers, and genres of language and apply strategies to extend abilities (Goal 3)
Content-related ability**[+]	**Reading:** ♦ Attends to meaningful texts ♦ Is building understanding of letter-sound relationships ♦ Recognizes words heard often during reading instruction **Math:** ♦ Attends to math instruction that is supported visually ♦ Comprehends key math words related to concepts learned previously when instruction is visually supported	**Reading:** ♦ Comprehends basic message of illustrated books read at his/her instructional level ♦ Continues to build understanding of letter-sound relationships ♦ Understands words heard often during reading instruction **Math:** ♦ Comprehends basic math concepts when supplementary visual support is provided during instruction ♦ Understands words heard often during math instruction	**Reading:** ♦ Comprehends general information and main ideas of illustrated books read at his/her instructional level (3-5 Reading Benchmark #1, #7[+]) ♦ Continues to develop: o understanding of letter-sound relationships o vocabulary during visually-supported reading instruction ♦ Begins to: o develop the ability to use context clues to understand new words presented orally (3-5 Reading Benchmark #2[+])	**Reading:** ♦ Comprehends the majority of subject matter information presented orally, though supplementary support may be needed (3-5 Reading Benchmark #1[+]) ♦ Understands most, if not all, letter-sound relationships ♦ Recognizes a variety of general and content-related words presented orally ♦ Continues to develop the ability to: o use context clues to understand new words presented orally (3-5 Reading Benchmark #2[+]) o draw conclusions, make inferences, and	**Reading:** ♦ Demonstrates listening comprehension within an average band of grade-level performance. This means that students can: o understand stated information they have heard (3-5 Reading Benchmark #1[+]) o determine the meaning of new words from their context (3-5 Reading Benchmark #2[+]) o draw conclusions, make inferences, and deduce meaning (3-5 Reading Benchmark #3[+]) o infer traits, feelings, and motives of

	♦ Begins to understand how to complete and hand in assignments ♦ Begins to understand and apply a variety of math concepts when instruction is visually supported (3-5 Math Benchmark A+) ♦ Begins to solve a variety of math problems that are visually supported (3-5 Math Benchmark C+)	♦ Expands understanding and application of a variety of math concepts when supplementary visual support is provided (3-5 Math Benchmark A+) ♦ Expands ability to solve a variety of math problems by applying previously learned concepts and to apply new concepts when supplementary visual support is provided (3-5 Math Benchmark C+) ♦ Understands how to complete and turn in an assignment, though may need assistance in completing some problems	o draw conclusions, make inferences, and deduce meaning (3-5 Reading Benchmark #3+) o infer traits, feelings, and motives of characters (3-5 Reading Benchmark #4+) **Math:** ♦ Comprehends a good deal of math instruction when supplementary visual support is provided ♦ Continues to develop: o vocabulary during visually-supported instruction o understanding and application of a variety of math concepts, relying less on supplementary visual support (3-5 Math Benchmark A+) o ability to solve a variety of math problems by applying previously learned concepts and to apply new concepts, though supplementary visual support is still needed (3-5 Math Benchmark C+) ♦ Begins to: o understand words from aural context o understand and apply methods of estimation, relying heavily on supplementary visual support (3-5 Math Benchmark B+) o interpret data presented in a variety of ways, relying heavily on supplementary visual support (3-5 Math Benchmark D+) ♦ Understands how to complete and turn in an assignment, though may need assistance in completing story problems	deduce meaning (3-5 Reading Benchmark #3+) o infer traits, feelings, and motives of characters (3-5 Reading Benchmark #4+) o determine the main idea of a text (3-5 Reading Benchmark #7+) ♦ Develops the ability to: o interpret information in new contexts (3-5 Reading Benchmark #5+) o interpret nonliteral language (3-5 Reading Benchmark #6+) o identify the speaker's views or purpose (3-5 Reading Benchmark #8+) o analyze style or structure (3-5 Reading Benchmark #9+) **Math:** ♦ Comprehends most of math instruction, relying only minimally on supplementary visual support ♦ Recognizes a variety of general and content-related words presented orally ♦ Continues to develop: o the ability to use context clues to understand new words presented orally o understanding and application of a variety of math concepts, relying minimally on supplementary visual support (3-5 Math Benchmark A+) o understanding and application of methods of estimation, relying less and less on supplementary visual support (3-5 Math Benchmark B+) o ability to solve a variety of math problems by applying previously learned concepts and to apply new concepts, with minimal supplementary visual support needed (3-5 Math Benchmark C+) o ability to interpret data presented in a variety of ways, relying less and less on visual support (3-5 Math Benchmark D+) ♦ Completes simple story problems with minimal assistance ♦ Requires decreasing assistance in completing multi-step story problems	characters (3-5 Reading Benchmark #4+) o interpret information in new contexts (3-5 Reading Benchmark #5+) o interpret nonliteral language (3-5 Reading Benchmark #6+) o determine the main idea (3-5 Reading Benchmark #7+) o identify the speaker's views or purpose (3-5 Reading Benchmark #8+) o analyze style or structure (3-5 Reading Benchmark #9+) Math: ♦ Demonstrates listening comprehension related to math within an average band of grade-level performance. This means that students can use their listening skills to: o understand and apply a variety of math concepts (3-5 Math Benchmark A+) o understand and apply methods of estimation (3-5 Math Benchmark B+) o solve a variety of math problems (3-5 Math Benchmark C+) o interpret data presented in a variety of ways (3-5 Math Benchmark D+)
Test score requirement					
##IDEA Proficiency Test	Level A on Oral Test	Level B on Oral Test	Level C on Oral Test	Level D or E on Oral Test	Level F on Oral Test
##Language	Oral One	Oral Two	Oral Three	Oral Four	Oral Five

Assessment Scales (LAS)					
(Other tests approved by the IDE may also be used)					

Sample English Language Proficiency Standards for Iowa School Districts

Grades 3 through 5

SPEAKING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Says only yes, no, or names of other students ♦ Indicates comprehension physically ♦ Responds by pantomiming, gesturing, or drawing	♦ Produces words in isolation ♦ Responds with one- or two-word answers or phrases or indicates comprehension physically ♦ Verbalizes key words "heard" ♦ Makes errors of omission ♦ Mispronounces words	♦ Produces whole sentences ♦ Makes basic grammatical errors ♦ Functions on a social level ♦ Uses limited vocabulary	♦ Produces whole narration ♦ Makes complex grammatical errors ♦ Functions somewhat on an academic level ♦ Uses an expanded vocabulary	♦ Speaks in a way that is comparable to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*[#], fluent speakers can: ♦ Use spoken English to interact in social situations (Goal 1) ♦ Use spoken English to interact in academic situations (Goal 2) ♦ Use different varieties, registers, and genres of spoken English as required for specific situations and apply strategies to extend abilities (Goal 3)
Content-related ability**[+]	**Reading:** ♦ Says only yes or no in response to reading instruction ♦ Indicates comprehension physically ♦ Responds by pantomiming, gesturing, or drawing **Math:** ♦ Says only yes or no in response to math instruction	**Reading:** ♦ Produces words related to reading instruction in isolation ♦ Responds with one- or two-words answers or phrases or indicates comprehension physically during reading instruction ♦ Verbalizes key words heard or seen in texts ♦ Makes errors of omission ♦ Mispronounces words **Math:** ♦ Produces words related to math instruction in isolation ♦ Responds with one- or two-words answers or phrases or indicates comprehension physically during math instruction	**Reading:** ♦ Produces whole sentences describing general information and main ideas of illustrated books read aloud at his/her instructional level (3-5 Reading Benchmark #1, #7[+]) ♦ Continues to build active vocabulary during visually-supported reading instruction ♦ Begins to: o speak about understanding meaning of new words from their context (3-5 Reading Benchmark #2[+]) o speak about conclusions, inferences, and deduction of meaning (3-5 Reading Benchmark #3[+]) o infer traits, feelings, and motives of characters (3-5 Reading Benchmark #4[+])	**Reading:** ♦ Produces increasing amounts of discourse describing general information and main ideas of illustrated books read or heard (3-5 Reading Benchmark #1, #7[+]) ♦ Continues to develop the ability to: o speak about understanding meaning of new words from their context (3-5 Reading Benchmark #2[+]) o speak about conclusions, inferences, and deduction of meaning (3-5 Reading Benchmark #3[+]) o infer traits, feelings, and motives of characters (3-5 Reading Benchmark #4[+]) o determine and discuss the main idea of a text (3-5 Reading Benchmark #7[+])	**Reading:** ♦ Demonstrates speaking ability within an average band of grade-level performance. This means that students can: o discuss their understanding of stated information they have heard or read (3-5 Reading Benchmark #1[+]) o determine and discuss the meaning of new words from their context (3-5 Reading Benchmark #2[+]) o speak about conclusions, inferences, and deduction of meaning (3-5 Reading Benchmark #3[+]) o infer and discuss traits, feelings,

	♦ Indicates comprehension physically ♦ Responds by pantomiming, gesturing, or drawing	♦ Verbalizes key words heard or seen during math instruction ♦ Makes errors of omission ♦ Mispronounces words ♦ Begins to speak about understanding and application of a variety of math concepts when supplementary visual support is provided (3-5 Math Benchmark A^+) ♦ Begins to speak about ability to solve a variety of math problems by applying previously learned concepts and to apply new concepts when supplementary visual support is provided (3-5 Math Benchmark C^+)	**Math:** ♦ Produces whole sentences related to math instruction ♦ Continues to develop: o active vocabulary during visually-supported math instruction o speech about understanding and application of a variety of math concepts, relying less on supplementary visual support (3-5 Math Benchmark A^+) o speech about ability to solve a variety of math problems by applying previously learned concepts and to apply new concepts, though supplementary visual support is still needed (3-5 Math Benchmark C^+) ♦ Begins to: o speak about understanding and application of methods of estimation, relying heavily on supplementary visual support (3-5 Math Benchmark B^+) o interpret data presented in a variety of ways orally, relying heavily on supplementary visual support (3-5 Math Benchmark D^+) ♦ Understands how to complete and turn in an assignment, though may need assistance in completing story problems	♦ Develops the ability to orally: o interpret information in new contexts (3-5 Reading Benchmark #5^+) o interpret nonliteral language (3-5 Reading Benchmark #6^+) o identify the speaker's views or purpose (3-5 Reading Benchmark #8^+) o analyze style or structure (3-5 Reading Benchmark #9^+) **Math:** ♦ Produces increasing amounts of discourse related to math instruction ♦ Continues to develop: o active vocabulary during math instruction, relying less on visual support o speech about understanding and application of a variety of math concepts, relying minimally on supplementary visual support (3-5 Math Benchmark A^+) o speech about understanding and application of methods of estimation, relying less and less on supplementary visual support (3-5 Math Benchmark B^+) o speech about how to solve a variety of math problems by applying previously learned concepts and to apply new concepts, with minimal supplementary visual support needed (3-5 Math Benchmark C^+) o speech about interpretation of data presented in a variety of ways, still relying less and less on visual support (3-5 Math Benchmark D^+) ♦ Completes simple story problems with minimal assistance ♦ Requires decreasing assistance in completing multi-step story problems	and motives of characters (3-5 Reading Benchmark #4^+) o orally interpret information in new contexts (3-5 Reading Benchmark #5^+) o orally interpret nonliteral language (3-5 Reading Benchmark #6^+) o determine and discuss the main idea of a text (3-5 Reading Benchmark #7^+) o identify and discuss the speaker's views or purpose (3-5 Reading Benchmark #8^+) o analyze and discuss style or structure (3-5 Reading Benchmark #9^+) **Math:** ♦ Demonstrates speaking ability related to math within an average band of grade-level performance. This means that students can talk about: o their understanding and application of a variety of math concepts (3-5 Math Benchmark A^+) o their understanding and application methods of estimation (3-5 Math Benchmark B^+) o solving a variety of math problems (3-5 Math Benchmark C^+) o interpreting data presented in a variety of ways (3-5 Math Benchmark D^+)
Test score requirement					
##IDEA Proficiency Tests	Level A on Oral Test	Level B on Oral Test	Level C on Oral Test	Level D or E on Oral Test	Level F on Oral Test
##Language Assessment Scales (LAS)	Oral One	Oral Two	Oral Three	Oral Four	Oral Five

(Other tests approved by the IDE may also be used)					

Sample English Language Proficiency Standards for Iowa School Districts

Grades 3 through 5

READING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Depends heavily on context in order to gain meaning from print ♦ Develops or reinforces concepts of print ♦ Begins to develop knowledge of letter names and sounds ♦ Begins to develop basic aural vocabulary related to reading	♦ Depends heavily on context in order to gain meaning from print ♦ Reinforces concepts of print ♦ Develops knowledge of letter names and sounds ♦ Continues to develop aural vocabulary related to reading ♦ Begins to develop oral vocabulary related to reading	♦ Begins to read sight words independently^{++} ♦ Begins to recognize word patterns/ families^{++} ♦ Begins to understand more vocabulary^{++} ♦ Begins to understand syntax (word order)$^{++}$ ♦ Begins to understand cueing systems^{++} ♦ Begins to develop speed, accuracy, and expression^{++}	♦ Builds ability to read sight words independently^{++} ♦ Builds ability to recognize word patterns/ families^{++} ♦ Builds vocabulary knowledge^{++} ♦ Builds knowledge of syntax (word order)$^{++}$ ♦ Builds knowledge of cueing systems^{++} ♦ Builds speed, accuracy, and expression^{++}	♦ Reads in a way that is comparable to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*$^{\#}$, fluent readers can: ♦ Effectively read English needed in social situations (Goal 1) ♦ Effectively read English needed in academic situations (Goal 2) ♦ Understand English varieties, registers, and genres in print and apply strategies to extend abilities (Goal 3)
Content-related ability**$^{+}$	**Reading:** ♦ Depends heavily on context in order to gain meaning from print ♦ Develops or reinforces concepts of print ♦ Begins to develop knowledge of letter names and sounds ♦ Begins to develop basic aural vocabulary ♦ Attends to texts that are meaningful ♦ Looks at books at his/her instructional level	**Reading:** ♦ Depends heavily on context in order to gain meaning from print ♦ Reinforces concepts of print ♦ Develops knowledge of letter names and sounds ♦ Continues to develop aural vocabulary ♦ Begins to develop oral vocabulary ♦ Starts to identify words taught in context with repetition ♦ Demonstrates understanding of basic content or plot that is supported visually ♦ Selects books at his/her instructional level with assistance	**Reading:** ♦ Begins to: o read sight words independently (3-5 Reading Benchmark #1^{+})$^{++}$ o recognize word patterns/ families^{++} o understand syntax (word order)$^{++}$ o understand cueing systems^{++} o develop speed, accuracy, and expression^{++} o demonstrate understanding of text content or plot (3-5 Reading Benchmark #1^{+}) o use context clues in the text to derive meaning (3-5 Reading Benchmark #2^{+}) o develop ability to determine main idea of a text (3-5 Reading Benchmark #7^{+})	**Reading:** ♦ Continues to: o develop ability to read sight words independently^{++} (3-5 Reading Benchmark #1^{+}) o develop ability to recognize word patterns/ families^{++} o develop vocabulary knowledge^{++} o develop knowledge of syntax (word order)$^{++}$ o develop knowledge of cueing systems^{++} o develop speed, accuracy, and expression^{++} o demonstrate understanding of math text content or plot in simple or complex sentences (3-5 Reading Benchmark #1^{+})	**Reading:** ♦ Demonstrates reading ability within an average band of grade-level performance. This means that students can: o understand stated information they have read (3-5 Reading Benchmark #1^{+}) o determine the meaning of new words from their context (3-5 Reading Benchmark #2^{+}) o draw conclusions, make inferences, and deduce meaning (3-5 Reading Benchmark #3^{+})

	independently ♦ Demonstrates knowledge of basic vocabulary or general idea of a text through pantomiming, gesturing, or drawing **Math:** ♦ Depends heavily on context in order to gain meaning from print ♦ Begins to read or reads numbers and math operation signs (+, -, x, ÷), understanding what they represent ♦ Demonstrates comprehension of mathematical text (numbers and symbols)	**Math:** ♦ Depends heavily on context in order to gain meaning from print ♦ Demonstrates understanding of basic content of basic math text that is supported visually ♦ Begins to demonstrate understanding and application of a variety of written math concepts when supplementary visual support is provided (3-5 Math Benchmark A^{+}) ♦ Begins to demonstrate ability to read and solve a variety of problems by applying previously learned concepts and to apply new concepts when supplementary visual support is provided (3-5 Math Benchmark C^{+})	o draw conclusions, make inferences, and deduce meaning (3-5 Reading Benchmark #3^{+}) o infer traits, feelings, and motives of characters (3-5 Reading Benchmark #4^{+}) ♦ Selects books at his/her instructional level without assistance **Math:** ♦ Continues to: o understand more vocabulary^{++} o understand math text that is written in simple sentences and supported visually o develop active vocabulary during visually-supported math instruction o develop understanding and application of a variety of written math concepts, relying less on supplementary visual support (3-5 Math Benchmark A^{+}) o develop understanding of how to read and solve a variety of math problems by applying previously learned concepts and to apply new concepts, though supplementary visual support is still needed (3-5 Math Benchmark C^{+}) ♦ Begins to: o develop an understand math-related syntax (word order)$^{++}$ o develop speed and accuracy related to linguistic features of math^{++} o demonstrate understanding and application of methods of estimation based on written text, relying heavily on supplementary visual support (3-5 Math Benchmark B^{+}) o interpret data presented in a variety of written ways, relying heavily on supplementary visual support (3-5 Math Benchmark D^{+}) o understand basic written directions related to math assignments ♦ Understands how to complete and turn in an assignment, though may need assistance in completing story problems	o develop ability to use context clues in the text to derive meaning (3-5 Reading Benchmark #2^{+}) o develop ability to determine main idea of a text (3-5 Reading Benchmark #7^{+}) o develop ability to draw conclusions, make inferences, and deduce meaning (3-5 Reading Benchmark #3^{+}) o develop ability to infer traits, feelings, and motives of characters (3-5 Reading Benchmark #4^{+}) ♦ Develops ability to o interpret information in new contexts (3-5 Reading Benchmark #5^{+}) o interpret nonliteral language used in a text (3-5 Reading Benchmark #6^{+}) o to identify the writer's views or purpose (3-5 Reading Benchmark #8^{+}) o analyze style or structure (3-5 Reading Benchmark #9^{+}) **Math:** ♦ Continues to develop: o ability to read sight words in math problems independently^{++} o ability to recognize word patterns/ families as they arise in math instruction^{++} o vocabulary knowledge related to math^{++} o knowledge of math syntax (word order)$^{++}$ o speed and accuracy related to linguistic features of math^{++} o ability to demonstrate understanding of math text that is written in simple sentences o active vocabulary during math instruction, relying less on visual support o active vocabulary during math instruction, relying less on visual support o reading ability in order to understand and application of a variety of math concepts, relying minimally on supplementary visual support (3-5 Math Benchmark A^{+}) o reading ability in order to understand and application of methods of estimation, relying less and less on supplementary visual support (3-5 Math Benchmark B^{+})	o infer traits, feelings, and motives of characters (3-5 Reading Benchmark #4^{+}) o interpret information in new contexts (3-5 Reading Benchmark #5^{+}) o interpret nonliteral language used in a text (3-5 Reading Benchmark #6^{+}) o determine the main idea of a text (3-5 Reading Benchmark #7^{+}) o identify the writer's views or purpose (3-5 Reading Benchmark #8^{+}) o analyze style or structure (3-5 Reading Benchmark #9^{+}) **Math:** ♦ Demonstrates reading ability related to math within an average band of grade-level performance. This means that students can use their reading skills to: o understand and apply of a variety of written math concepts (3-5 Math Benchmark A^{+}) o understand and apply methods of estimation based on written text (3-5 Math Benchmark B^{+}) o solve a variety of written math problems (3-5 Math Benchmark C^{+}) o interpret data presented in a variety of written ways (3-5 Math Benchmark D^{+})

				○ reading ability in order to solve a variety of math problems by applying previously learned concepts and to apply new concepts, with minimal supplementary visual support needed (3-5 Math Benchmark C^+) ○ reading ability related to interpretation of data presented in a variety of ways, still relying less and less on visual support (3-5 Math Benchmark D^+) ♦ Develops ability to: ○ demonstrate understanding of math content that is written in complex sentences and supported visually ○ use context clues in the text to derive meaning ♦ Completes simple story problems with minimal assistance ♦ Requires decreasing assistance in completing multi-step story problems	
Test score requirement					
##IDEA Proficiency Tests	NER on Reading Test	LER on Reading Test (lower third of LER range)	LER on Reading Test (middle third of LER range)	LER on Reading Test (upper third of LER range)	FER on Reading Test
##Language Assessment Scales (LAS)	R/W Zero or One	R/W Two	R/W Three	R/W Four	R/W Five
(Other tests approved by the IDE may also be used)					

Sample English Language Proficiency Standards for Iowa School Districts

Grades 3 through 5

WRITING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Expresses meaning through drawing ♦ Can copy letters/words	♦ Expresses limited meaning through writing letters and/or familiar words (e.g., first and last name) which may be accompanied by drawing	♦ Writes words and simple sentences using invented spelling ♦ Begins to apply basic capitalization, punctuation, and grammar rules ♦ Begins to use more vocabulary^{++} ♦ Begins to develop speed, accuracy, and expression in writing^{++} ♦ Errors sometimes interfere with meaning	♦ Writes simple to complex sentences ♦ Gains accuracy in spelling, capitalization, punctuation, and grammar ♦ Expands speed, accuracy, and expression in writing^{++} ♦ Errors do not interfere with meaning	♦ Writes in a way that is comparable to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*$^{\#}$, fluent writers can: ♦ Use writing for social situations (Goal 1) ♦ Use writing in academic contexts (Goal 2) ♦ Write in different varieties, registers, and genres and apply strategies to extend abilities (Goal 3)
Content-related ability**$^{+}$	**Reading:** ♦ Responds to meaningful text by drawing or copying **Math:** ♦ Begins to copy or write numbers and math operation signs (+, -, x, ÷) ♦ Demonstrates comprehension of mathematical text (numbers and symbols)	**Reading:** ♦ Begins to demonstrate or demonstrates concepts of print in written responses to text ♦ Demonstrates understanding of basic content or plot through writing letters or words which may be accompanied by drawing (3-5 Reading Benchmark #1) **Math:** ♦ Demonstrates understanding of content of basic math text that is supported visually through writing letters or words which may be accompanied by drawing ♦ Begins to demonstrate understanding and	**Reading:** ♦ Begins to: o demonstrate understanding of text content or plot by writing words and simple sentences (3-5 Reading Benchmark #1) o demonstrate use of context clues in the text to derive meaning through writing with new vocabulary (3-5 Reading Benchmark #2^{+}) o demonstrate the ability to determine main idea of a text and express it in writing (3-5 Reading Benchmark #7^{+}) o demonstrate the ability to draw conclusions, make inferences, and deduce meaning and write about these new understandings (3-5 Reading	**Reading:** ♦ Continues to develop: o Demonstrate understanding of text content or plot in simple or complex sentences in writing (3-5 Reading Benchmark #1^{+}) o ability to use context clues in the text to derive meaning as demonstrated by writing with new vocabulary (3-5 Reading Benchmark #2^{+}) o ability to determine main idea of a text and express it in writing (3-5 Reading Benchmark #7^{+}) o ability to draw conclusions, make inferences, and deduce meaning and write about these new understandings (3-5 Reading Benchmark	**Reading:** ♦ Demonstrates writing ability within an average band of grade-level performance. This means that students can: o understand stated information they have read and write about it (3-5 Reading Benchmark #1^{+}) o determine the meaning of new words from their context and use the new words in their writing (3-5 Reading Benchmark #2^{+})

	through drawing	application of a variety of written math concepts when supplementary visual support is provided by writing letters, numbers, symbols, or words (3-5 Math Benchmark A+) ♦ Begins to demonstrate ability to solve a variety of problems by applying previously learned concepts and to apply new concepts when supplementary visual support is provided and can write answers using letters, numbers, symbols, or words (3-5 Math Benchmark C+)	Benchmark #3+) o demonstrate the ability to infer traits, feelings, and motives of characters and write about them (3-5 Reading Benchmark #4+) o apply basic capitalization, punctuation, and grammar rules o use more vocabulary++ o speed, accuracy, and expression in writing++ ♦ Errors sometimes interfere with meaning **Math:** ♦ Demonstrates understanding of math text that is written in simple sentences and supported visually by writing answers in numbers, words, and simple sentences ♦ Continues to develop: o understanding and application of a variety of written math concepts and writes about new understandings in numbers, words, and simple sentences. (Relies less on supplementary visual support.) (3-5 Math Benchmark A+) o understanding of how to read and solve a variety of math problems by applying previously learned concepts and to apply new concepts and writes about these new understandings. (Supplementary visual support is still needed.) (3-5 Math Benchmark C+) ♦ Begins to: o demonstrate understanding and application of methods of estimation by writing numbers, words, and simple sentences. (Relies heavily on supplementary visual support.) (3-5 Math Benchmark B+) o interpret data presented in a variety of written ways by writing about it. (Relies heavily on supplementary visual support.) (3-5 Math Benchmark D+) o apply basic capitalization, punctuation, and grammar rules o use more vocabulary++ o develop speed, accuracy, and expression in writing++ ♦ Errors sometimes interfere with meaning	#3+) o ability to infer traits, feelings, and motives of characters and write about them (3-5 Reading Benchmark #4+) ♦ Develops ability to: o interpret information in new contexts and express understandings in writing (3-5 Reading Benchmark #5+) o interpret nonliteral language used in a text and write about it (3-5 Reading Benchmark #6+) o identify the writer's views or purpose and write about it/them (3-5 Reading Benchmark #8+) o analyze style or structure and write about it (3-5 Reading Benchmark #9+) ♦ Writes simple to complex sentences in response to text ♦ Gains accuracy in spelling, capitalization, punctuation, and grammar ♦ Expands speed, accuracy, and expression in writing++ ♦ Errors do not interfere with meaning **Math:** ♦ Continues to develop: o understanding and application of a variety of written math concepts and writes about new understandings in simple and complex sentences. (Relies minimally on supplementary visual support.) (3-5 Math Benchmark A+) ♦ understanding and application of methods of estimation based on written text by writing in simple and complex sentences. (Relies on some supplementary visual support.) (3-5 Math Benchmark B+) ♦ understanding of how to read and solve a variety of math problems by applying previously learned concepts and to apply new concepts and writes about these new understandings. (Minimal supplementary visual support needed.) (3-5 Math Benchmark C+) ♦ ability to nterpret data presented in a variety of written ways by writing about it. (Still relies on some visual support.) (3-5 Math Benchmark D+) ♦ Completes simple story problems with minimal	o draw conclusions, make inferences, and deduce meaning and write about these new understandings (3-5 Reading Benchmark #3+) o infer traits, feelings, and motives of characters and write about them (3-5 Reading Benchmark #4+) o interpret information in new contexts and express understandings in writing (3-5 Reading Benchmark #5+) o interpret nonliteral language used in a text and write about it (3-5 Reading Benchmark #6+) o determine the main idea of a text and write about it (3-5 Reading Benchmark #7+) o identify the writer's views or purpose and write about it/them (3-5 Reading Benchmark #8+) o analyze style or structure and write about it (3-5 Reading Benchmark #9+) **Math:** ♦ Demonstrates writing ability related to math within an average band of grade-level performance. This means that students can use their writing skills to: o apply of a variety of written math concepts and write about them (3-5 Math Benchmark A+) o apply methods of estimation based on written text and write about estimates (3-5 Math Benchmark B+) o solve a variety of written math problems and write about the solutions (3-5 Math

				assistance ♦ Requires more assistance in completing multi-step story problems ♦ Gains accuracy in spelling, capitalization, punctuation, and grammar ♦ Expands speed, accuracy, and expression in writing[++] ♦ Errors do not interfere with meaning	Benchmark C[+]) o interpret data presented in a variety of written ways and write about it (3-5 Math Benchmark D[+])
Test score requirement					
[##]IDEA Proficiency Tests	NEW on Writing Test	LEW on Writing Test (lower third of LEW range)	LEW on Writing Test (middle third of LEW range)	LEW on Writing Test (upper third of LEW range)	FEW on Writing Test
[##]Language Acquisition Scales (LAS)	R/W Zero or One	R/W Two	R/W Three	R/W Four	R/W Five
(Other tests approved by the IDE may also be used)					

*Adapted from (unless otherwise noted):
Grognet, A., Jameson, J., Franco, L., & Derrick-Mescua, M. (2000). *Enhancing English Language Learning in Elementary Classroom: Trainer's Manual.* McHenry, IL: Delta Systems Co., Inc. (last page of Presenter's Appendix) – See Appendix K

**Adapted from (unless otherwise noted):
Iowa Department of Education. (2004). *Guidelines for the Inclusion of English Language Learners (ELLs) in K-12 Assessments.* Des Moines, IA: Author. (Appendix H) – See Appendix L

[+]Source:
Core Content Standards and Benchmarks Corresponding to the Iowa Tests. (n.d.) Retrieved May 12, 2003 from http://www.state.ia.us/educate/ecese/nclb/doc/ccsb.pdf (See Appendix C of this document)

[++]Adapted from:
Kauffman, D., & Franco, L. (2004). *What's Different About Teaching Reading to Students Learning English?* McHenry, IL: Delta Systems Co., Inc.

[#]Source:
Kupetz, M. (Ed.) (1997). *ESL Standards for Pre-K-12 Students.* Alexandria, VA: Teachers of English to Speakers of Other Languages.

[##]The developersof the following tests have assured the Iowa Department of Education (IDE) that these instruments have been designed specifically for documenting growth in language acquisition.

Appendix G: Sample English Language Proficiency Standards for Iowa School Districts

Developed by Shelley B. Fairbairn, M.A.

Sample English Language Proficiency Standards for Iowa School Districts

Grades 6 through 8

LISTENING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Understands few words ♦ Derives meaning from context (cannot grasp meaning without visual support) ♦ Up to 500-word receptive vocabulary	♦ Understands key words ♦ Still needs numerous visual cues to derive meaning ♦ Up to 1,000-word receptive/active vocabulary	♦ Understands general and main ideas ♦ Demonstrates good comprehension if visual support is provided ♦ Hears small elements of speech ♦ Up to 3,000-word receptive/active word vocabulary	♦ Understands social language very well ♦ Still requires supplementary support for technical content material ♦ Hears some subtle elements of speech ♦ Beyond 3,000-word receptive/active vocabulary	♦ Understands material that is comprehensible to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*[#], fluent listeners can: ♦ Understand social language in order to interact with others (Goal 1) ♦ Understand classroom discourse in order to learn content material (Goal 2) ♦ Understand various varieties, registers, and genres of language and apply strategies to extend abilities (Goal 3)
Content-related ability**[+]	**Reading:** ♦ Attends to meaningful texts ♦ Is building understanding of letter-sound relationships ♦ Recognizes words heard often during reading instruction **Math:** ♦ Attends to math instruction that is supported visually	**Reading:** ♦ Comprehends basic message of illustrated books read at his/her instructional level ♦ Continues to build understanding of letter-sound relationships ♦ Understands words heard often during reading instruction **Math:** ♦ Comprehends basic math concepts when	**Reading:** ♦ Comprehends general information and main ideas of illustrated books read at his/her instructional level (6-9 Reading Benchmark #1, #7[+]) ♦ Continues to develop understanding of letter-sound relationships ♦ Continues to develop vocabulary during visually-supported reading instruction ♦ Begins to:	**Reading:** ♦ Comprehends the majority of subject matter information presented orally, though supplementary support may be needed (6-9 Reading Benchmark #1[+]) ♦ Understands most, if not all, letter-sound relationships ♦ Recognizes a variety of general and content-related words presented orally ♦ Continues to develop the ability to:	**Reading:** ♦ Demonstrates listening comprehension within an average band of grade-level performance. This means that students can: o understand stated information they have heard (6-9 Reading Benchmark #1[+]) o determine the meaning of new words from their context (6-9

	♦ Comprehends key math words related to concepts learned previously when instruction is visually supported ♦ Begins to understand how to complete and hand in assignments ♦ Begins to understand and apply a variety of math concepts when instruction is visually supported (6-9 Math Benchmark A^+) ♦ Begins to solve a variety of math problems that are visually supported (6-9 Math Benchmark C^+)	supplementary visual support is provided during instruction ♦ Understands words heard often during math instruction ♦ Expands understanding and application of a variety of math concepts when supplementary visual support is provided (6-9 Math Benchmark A^+) ♦ Expands ability to solve a variety of math problems by applying previously learned concepts and begins to apply new concepts when supplementary visual support is provided (6-9 Math Benchmark C^+) ♦ Understands how to complete and turn in an assignment, though may need assistance in completing some problems	o develop the ability to use context clues to understand new words presented orally (6-9 Reading Benchmark #2^+) o draw conclusions, make inferences, and deduce meaning (6-9 Reading Benchmark #3^+) o infer traits, feelings, and motives of characters (6-9 Reading Benchmark #4^+) **Math:** ♦ Comprehends a good deal of math instruction when supplementary visual support is provided ♦ Continues to develop: o vocabulary during visually-supported reading instruction o understanding and application of a variety of math concepts, relying less on supplementary visual support (6-9 Math Benchmark A^+) o ability to solve a variety of math problems by applying previously learned concepts and begins to apply new concepts, though supplementary visual support is still needed (6-9 Math Benchmark C^+) o ♦ Begins to: o understand words from aural context o understand and apply methods of estimation, relying heavily on supplementary visual support (6-9 Math Benchmark B^+) o interpret data presented in a variety of ways, relying heavily on supplementary visual support (6-9 Math Benchmark D^+) ♦ Understands how to complete and turn in an assignment, though may need assistance in completing story problems	o use context clues to understand new words presented orally (6-9 Reading Benchmark #2^+) o draw conclusions, make inferences, and deduce meaning (6-9 Reading Benchmark #3^+) o infer traits, feelings, and motives of characters (6-9 Reading Benchmark #4^+) o determine the main idea of text presented orally (6-9 Reading Benchmark #7) ♦ Develops the ability to: o interpret information in new contexts (6-9 Reading Benchmark #5^+) o interpret nonliteral language (6-9 Reading Benchmark #6^+) o identify the speaker's views or purpose (6-9 Reading Benchmark #8) o analyze style or structure (6-9 Reading Benchmark #9) **Math:** ♦ Comprehends most of math instruction, relying only minimally on supplementary visual support ♦ Recognizes a variety of general and content-related words presented orally ♦ Continues to develop: o the ability to use context clues to understand new words presented orally o understanding and application of a variety of math concepts, relying minimally on supplementary visual support (6-9 Math Benchmark A^+) o understanding and application of methods of estimation, still relying on less and less supplementary visual support (6-9 Math Benchmark B^+) o ability to solve a variety of math problems by applying previously learned concepts and begins to apply new concepts, with minimal supplementary visual support needed (6-9 Math Benchmark C^+) o ability to interpret data presented in a variety of ways, relying less and less on	Reading Benchmark #2^+) o draw conclusions, make inferences, and deduce meaning (6-9 Reading Benchmark #3^+) o infer traits, feelings, and motives of characters (6-9 Reading Benchmark #4^+) o interpret information in new contexts (6-9 Reading Benchmark #5^+) o interpret nonliteral language (6-9 Reading Benchmark #6^+) o determine the main idea (6-9 Reading Benchmark #7^+) o identify the speaker's views or purpose (6-9 Reading Benchmark #8^+) o analyze style or structure (6-9 Reading Benchmark #9^+) Math: ♦ Demonstrates listening comprehension related to math within an average band of grade-level performance. This means that students can use their listening skills to: o understand and apply a variety of math concepts (6-9 Math Benchmark A^+) o understand and apply methods of estimation (6-9 Math Benchmark B^+) o solve a variety of math problems (6-9 Math Benchmark C^+) o interpret data presented in a variety of ways (6-9 Math Benchmark D^+)

				visual support (6-9 Math Benchmark D+) ♦ Completes simple story problems with minimal assistance ♦ Requires decreasing assistance in completing multi-step story problems	
Test score requirement					
##IDEA Proficiency Test	Level A on Oral Test	Level B on Oral Test	Level C on Oral Test	Level D or E on Oral Test	Level F on Oral Test
##Language Assessment Scales (LAS)	Oral One	Oral Two	Oral Three	Oral Four	Oral Five
(Other tests approved by the IDE may also be used)					

Sample English Language Proficiency Standards for Iowa School Districts

Grades 6 through 8

SPEAKING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Says only yes, no, or names of other students ♦ Indicates comprehension physically ♦ Responds by pantomiming, gesturing, or drawing	♦ Produces words in isolation ♦ Responds with one- or two-word answers or phrases or indicates comprehension physically ♦ Verbalizes key words "heard" ♦ Makes errors of omission ♦ Mispronounces words	♦ Produces whole sentences ♦ Makes basic grammatical errors ♦ Functions on a social level ♦ Uses limited vocabulary	♦ Produces whole narration ♦ Makes complex grammatical errors ♦ Functions somewhat on an academic level ♦ Uses an expanded vocabulary	♦ Speaks in a way that is comparable to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*[#], fluent speakers can: ♦ Use spoken English to interact in social situations (Goal 1) ♦ Use spoken English to interact in academic situations (Goal 2) ♦ Use different varieties, registers, and genres of spoken English as required for specific situations and apply strategies to extend abilities (Goal 3)
Content-related ability**[+]	**Reading:** ♦ Says only yes or no in response to reading instruction ♦ Indicates comprehension physically ♦ Responds by pantomiming, gesturing, or drawing **Math:** ♦ Says only yes or no in response to math instruction ♦ Indicates comprehension physically ♦ Responds by pantomiming,	**Reading:** ♦ Produces words related to reading instruction in isolation ♦ Responds with one- or two-words answers or phrases or indicates comprehension physically during reading instruction ♦ Verbalizes key words heard or seen in texts ♦ Makes errors of omission ♦ Mispronounces words **Math:** ♦ Produces words related to math instruction in isolation ♦ Responds with one- or two-word answers or phrases or indicates comprehension physically during math instruction ♦ Verbalizes key words heard or seen during math instruction ♦ Makes errors of omission ♦ Mispronounces words	**Reading:** ♦ Produces whole sentences describing general information and main ideas of illustrated books read aloud at his/her instructional level (6-9 Reading Benchmark #1, #7[+]) ♦ Continues to build active vocabulary during visually-supported reading instruction ♦ Begins to: o speak about understanding meaning of new words from their context (6-9 Reading Benchmark #2[+]) o speak about conclusions, inferences, and deduction of meaning (6-9 Reading Benchmark #3[+]) o infer traits, feelings, and motives of characters (6-9 Reading Benchmark #4[+]) **Math:** ♦ Produces whole sentences related to math instruction ♦ Continues to develop:	**Reading:** ♦ Produces increasing amounts of discourse describing general information and main ideas of illustrated books read or heard (6-9 Reading Benchmark #1, #7[+]) ♦ Continues to develop the ability to: o speak about understanding meaning of new words from their context (6-9 Reading Benchmark #2[+]) o speak about conclusions, inferences, and deduction of meaning (6-9 Reading Benchmark #3[+]) o infer traits, feelings, and motives of characters (6-9 Reading Benchmark #4[+]) o determine and discuss the main idea of a text (6-9 Reading Benchmark #7[+]) ♦ Develops the ability to orally: o interpret information in new contexts (6-9 Reading Benchmark #5[+]) o interpret nonliteral language (6-9 Reading Benchmark #6[+])	**Reading:** ♦ Demonstrates speaking ability within an average band of grade-level performance. This means that students can: o discuss their understanding of stated information they have heard or read (6-9 Reading Benchmark #1[+]) o determine and discuss the meaning of new words from their context (6-9 Reading Benchmark #2[+]) o speak about conclusions, inferences, and deduction of meaning (6-9 Reading Benchmark #3[+]) o infer and discuss traits, feelings, and motives of characters (6-9 Reading Benchmark #4[+]) o orally interpret information in new contexts (6-9 Reading Benchmark

	gesturing, or drawing ♦ Begins to speak about understanding and application of a variety of math concepts when supplementary visual support is provided (6-9 Math Benchmark A^+) ♦ Begins to speak about ability to solve a variety of math problems by applying previously learned concepts and to apply new concepts when supplementary visual support is provided (6-9 Math Benchmark C^+)	o active vocabulary during visually-supported math instruction o speech about understanding and application of a variety of math concepts, relying less on supplementary visual support (6-9 Math Benchmark A^+) o speech about ability to solve a variety of math problems by applying previously learned concepts and to apply new concepts, though supplementary visual support is still needed (6-9 Math Benchmark C^+) ♦ Begins to speak about understanding and application of methods of estimation, relying heavily on supplementary visual support (6-9 Math Benchmark B^+) ♦ Begins to interpret data presented in a variety of ways orally, relying heavily on supplementary visual support (6-9 Math Benchmark D^+) ♦ Understands how to complete and turn in an assignment, though may need assistance in completing story problems	o identify the speaker's views or purpose (6-9 Reading Benchmark #8^+) o analyze style or structure (6-9 Reading Benchmark #9^+) **Math:** ♦ Produces increasing amounts of discourse related to math instruction ♦ Continues to develop: o active vocabulary during math instruction, relying less on visual support o speech about understanding and application of a variety of math concepts, relying minimally on supplementary visual support (6-9 Math Benchmark A^+) o speech about understanding and application of methods of estimation, relying less and less on supplementary visual support (6-9 Math Benchmark B^+) o speech about how to solve a variety of math problems by applying previously learned concepts and to apply new concepts, with minimal supplementary visual support needed (6-9 Math Benchmark C^+) o speech about interpretation of data presented in a variety of ways, still relying less and less on visual support (6-9 Math Benchmark D^+) ♦ Completes simple story problems with minimal assistance ♦ Requires more assistance in completing multi-step story problems	#5^+) o orally interpret nonliteral language (6-9 Reading Benchmark #6^+) o determine and discuss the main idea of a text (6-9 Reading Benchmark #7^+) o identify and discuss the speaker's views or purpose (6-9 Reading Benchmark #8^+) o analyze and discuss style or structure (6-9 Reading Benchmark #9^+) **Math:** ♦ Demonstrates speaking ability related to math within an average band of grade-level performance. This means that students can talk about: o their understanding and application of a variety of math concepts (6-9 Math Benchmark A^+) o their understanding and application methods of estimation (6-9 Math Benchmark B^+) o solving a variety of math problems (6-9 Math Benchmark C^+) o interpreting data presented in a variety of ways (6-9 Math Benchmark D^+)
Test score requirement					
##IDEA Proficiency Tests	Level A on Oral Test	Level B on Oral Test	Level C on Oral Test	Level D or E on Oral Test	Level F on Oral Test
##Language Assessment Scales (LAS)	Oral One	Oral Two	Oral Three	Oral Four	Oral Five
(Other tests approved by the IDE may also be used)					

Sample English Language Proficiency Standards for Iowa School Districts

Grades 6 through 8

READING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Depends heavily on context in order to gain meaning from print ♦ Develops or reinforces concepts of print ♦ Begins to develop knowledge of letter names and sounds ♦ Begins to develop basic aural vocabulary related to reading	♦ Depends heavily on context in order to gain meaning from print ♦ Reinforces concepts of print ♦ Develops knowledge of letter names and sounds ♦ Continues to develop aural vocabulary related to reading ♦ Begins to develop oral vocabulary related to reading	♦ Begins to read sight words independently^{++} ♦ Begins to recognize word patterns/ families^{++} ♦ Begins to understand more vocabulary^{++} ♦ Begins to understand syntax (word order)$^{++}$ ♦ Begins to understand cueing systems^{++} ♦ Begins to develop speed, accuracy, and expression^{++}	♦ Builds ability to read sight words independently^{++} ♦ Builds ability to recognize word patterns/ families^{++} ♦ Builds vocabulary knowledge^{++} ♦ Builds knowledge of syntax (word order)$^{++}$ ♦ Builds knowledge of cueing systems^{++} ♦ Builds speed, accuracy, and expression^{++}	♦ Reads in a way that is comparable to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*$^{\#}$, fluent readers can: ♦ Effectively read English needed in social situations (Goal 1) ♦ Effectively read English needed in academic situations (Goal 2) ♦ Understand English varieties, registers, and genres in print and apply strategies to extend abilities (Goal 3)
Content-related ability**$^{+}$	**Reading:** ♦ Depends heavily on context in order to gain meaning from print ♦ Develops or reinforces concepts of print ♦ Begins to develop knowledge of letter names and sounds ♦ Begins to develop basic aural vocabulary ♦ Attends to texts that are meaningful ♦ Looks at books at his/her instructional level independently ♦ Demonstrates knowledge of basic vocabulary or general	**Reading:** ♦ Depends heavily on context in order to gain meaning from print ♦ Reinforces concepts of print ♦ Develops knowledge of letter names and sounds ♦ Continues to develop aural vocabulary ♦ Begins to develop oral vocabulary ♦ Starts to identify words taught in context with repetition ♦ Demonstrates understanding of basic content or plot that is supported visually ♦ Selects books at his/her instructional level with assistance **Math:** ♦ Depends heavily on context in order to gain meaning from print	**Reading:** ♦ Begins to: o read sight words independently (6-9 Reading Benchmark #1^{+})$^{++}$ o to recognize word patterns/ families^{++} o understand more vocabulary^{++} o understand syntax (word order)$^{++}$ o understand cueing systems^{++} o develop speed, accuracy, and expression^{++} o demonstrate understanding of text content or plot (6-9 Reading Benchmark #1, #7^{+}) o use context clues in the text to derive meaning (6-9 Reading Benchmark #2^{+}) o develop ability to determine main idea of a text (6-9 Reading Benchmark #7^{+}) o draw conclusions, make inferences, and deduce meaning (6-9 Reading Benchmark #3^{+}) o infer traits, feelings, and motives of	**Reading:** ♦ Continues to develop: o ability to read sight words independently^{++} (6-9 Reading Benchmark #1^{+}) o ability to recognize word patterns/ families^{++} o vocabulary knowledge^{++} o knowledge of syntax (word order)$^{++}$ o knowledge of cueing systems^{++} o speed, accuracy, and expression^{++} o ability to demonstrate understanding of text content or plot in simple or complex sentences (6-9 Reading Benchmark #1, #7^{+}) o ability to use context clues in the text to derive meaning (6-9 Reading Benchmark #2^{+}) o ability to determine main idea of a text (6-9 Reading Benchmark #7^{+}) o ability to draw conclusions, make inferences, and deduce meaning (6-9 Reading	**Reading:** ♦ Demonstrates reading ability within an average band of grade-level performance. This means that students can: o understand stated information they have read (6-9 Reading Benchmark #1^{+}) o determine the meaning of new words from their context (6-9 Reading Benchmark #2^{+}) o draw conclusions, make inferences, and deduce meaning (6-9 Reading Benchmark #3^{+}) o infer traits, feelings, and motives of characters (6-9 Reading Benchmark #4^{+}) o interpret information in new contexts (6-9 Reading

	idea of a text through pantomiming, gesturing, or drawing **Math:** ♦ Depends heavily on context in order to gain meaning from print ♦ Begins to read or reads numbers and math operation signs (+, -, x, ÷), understanding what they represent ♦ Demonstrates comprehension of mathematical text (numbers and symbols)	♦ Demonstrates understanding of basic content of basic math text that is supported visually ♦ Begins to demonstrate understanding and application of a variety of written math concepts when supplementary visual support is provided (6-9 Math Benchmark A^{+}) ♦ Begins to demonstrate ability to read and solve a variety of problems by applying previously learned concepts and to apply new concepts when supplementary visual support is provided (6-9 Math Benchmark C^{+})	characters (6-9 Reading Benchmark #4^{+}) ♦ Selects books at his/her instructional level without assistance **Math:** ♦ Continues to develop: o active vocabulary during visually-supported math instruction o an understand math-related syntax (word order)$^{++}$ o understanding and application of a variety of written math concepts, relying less on supplementary visual support (6-9 Math Benchmark A^{+}) o understanding of how to read and solve a variety of math problems by applying previously learned concepts and to apply new concepts, though supplementary visual support is still needed (6-9 Math Benchmark C^{+}) o ♦ Begins to: o read sight words independently (6-9 Reading Benchmark #1^{+})$^{++}$ o develop speed and accuracy related to linguistic features of math^{++} o demonstrate understanding of math text that is written in simple sentences and supported visually o demonstrate understanding and application of methods of estimation based on written text, relying heavily on supplementary visual support (6-9 Math Benchmark B^{+}) ♦ Begins to interpret data presented in a variety of written ways, relying heavily on supplementary visual support (6-9 Math Benchmark D^{+}) ♦ Begins to understand basic written directions related to math assignments ♦ Understands how to complete and turn in an assignment, though may need assistance in completing story problems	Benchmark #3^{+}) o ability to infer traits, feelings, and motives of characters (6-9 Reading Benchmark #4^{+}) ♦ Develops the ability to: o interpret information in new contexts (6-9 Reading Benchmark #5^{+}) o interpret nonliteral language used in a text (6-9 Reading Benchmark #6^{+}) o identify the writer's views or purpose (6-9 Reading Benchmark #8^{+}) o analyze style or structure (6-9 Reading Benchmark #9^{+}) **Math:** ♦ Continues to develop: o ability to read sight words in math problems independently^{++} o ability to recognize word patterns/ families as they arise in math instruction^{++} o vocabulary knowledge related to math^{++} o knowledge of math syntax (word order)$^{++}$ o speed and accuracy related to linguistic features of math^{++} o ability to demonstrate understanding of text content in simple sentences o ability to use context clues in the text to derive meaning o active vocabulary during math instruction, relying less on visual support o understanding and application of a variety of written math concepts, relying minimally on supplementary visual support (6-9 Math Benchmark A^{+}) o understanding and application of methods of estimation based on written text, relying less and less on supplementary visual support (6-9 Math Benchmark B^{+}) o understanding of how to read and solve a variety of math problems by applying previously learned concepts and to apply new concepts, with minimal supplementary visual support needed (6-9 Math Benchmark C^{+}) o speech about interpretation of data presented in a variety of written ways, still relying less and less on visual support (6-9 Math Benchmark D^{+}) ♦ Begins to demonstrate understanding of content in complex sentences	Benchmark #5^{+}) o interpret nonliteral language used in a text (6-9 Reading Benchmark #6^{+}) o determine the main idea of a text (6-9 Reading Benchmark #7^{+}) o identify the writer's views or purpose (6-9 Reading Benchmark #8^{+}) o analyze style or structure (6-9 Reading Benchmark #9^{+}) **Math:** ♦ Demonstrates reading ability related to math within an average band of grade-level performance. This means that students can use their reading skills to: o understand and apply of a variety of written math concepts (6-9 Math Benchmark A^{+}) o understand and apply methods of estimation based on written text (6-9 Math Benchmark B^{+}) o solve a variety of written math problems (6-9 Math Benchmark C^{+}) o interpret data presented in a variety of written ways (6-9 Math Benchmark D^{+})

				♦ Completes simple story problems with minimal assistance ♦ Requires more assistance in completing multi-step story problems	
Test score requirement					
[##]IDEA Proficiency Tests	NER on Reading Test	LER on Reading Test (lower third of LER range)	LER on Reading Test (middle third of LER range)	LER on Reading Test (upper third of LER range)	FER on Reading Test
[##]Language Assessment Scales (LAS)	R/W Zero or One	R/W Two	R/W Three	R/W Four	R/W Five
(Other tests approved by the IDE may also be used)					

Sample English Language Proficiency Standards for Iowa School Districts

Grades 6 through 8

WRITING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Expresses meaning through drawing ♦ Can copy letters/words	♦ Expresses limited meaning through writing letters and/or familiar words (e.g., first and last name) which may be accompanied by drawing	♦ Writes words and simple sentences using invented spelling ♦ Begins to apply basic capitalization, punctuation, and grammar rules ♦ Begins to use more vocabulary^{++} ♦ Begins to develop speed, accuracy, and expression in writing^{++} ♦ Errors sometimes interfere with meaning	♦ Writes simple to complex sentences ♦ Gains accuracy in spelling, capitalization, punctuation, and grammar ♦ Expands speed, accuracy, and expression in writing^{++} ♦ Errors do not interfere with meaning	♦ Writes in a way that is comparable to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*$^{\#}$, fluent writers can: ♦ Use writing for social situations (Goal 1) ♦ Use writing in academic contexts (Goal 2) ♦ Write in different varieties, registers, and genres and apply strategies to extend abilities (Goal 3)
Content-related ability**$^{+}$	**Reading:** ♦ Responds to meaningful text by drawing or copying **Math:** ♦ Begins to copy or write numbers and math operation signs (+, -, x, ÷) ♦ Demonstrates comprehension of mathematical text (numbers and symbols) through drawing	**Reading:** ♦ Begins to demonstrate or demonstrates concepts of print in written responses to text ♦ Demonstrates understanding of basic content or plot through writing letters or words which may be accompanied by drawing (6-9 Reading Benchmark #1) **Math:** ♦ Demonstrates understanding of content of basic math text that is supported visually through writing letters or words which may be accompanied by drawing ♦ Begins to demonstrate understanding and application of a variety of written math concepts when supplementary visual support is provided by writing letters, numbers, symbols, or words (6-9 Math Benchmark A^{+})	**Reading:** ♦ Begins to o demonstrate understanding of text content or plot by writing words and simple sentences (6-9 Reading Benchmark #1) o demonstrate use context clues in the text to derive meaning through writing with new vocabulary (6-9 Reading Benchmark #2^{+}) o demonstrate the ability to determine main idea of a text and express it in writing (6-9 Reading Benchmark #7^{+}) o demonstrate ability to draw conclusions, make inferences, and deduce meaning and write about these new understandings (6-9 Reading Benchmark #3^{+}) o demonstrate ability to infer traits, feelings, and motives of characters and write about them (6-9 Reading Benchmark #4^{+}) o apply basic capitalization, punctuation, and	**Reading:** ♦ Continues to develop: o understanding of text content or plot as demonstrated in in simple or complex sentences (6-9 Reading Benchmark #1^{+}) o ability to use context clues in the text to derive meaning as demonstrated by writing with new vocabulary (6-9 Reading Benchmark #2^{+}) o ability to determine main idea of a text and express it in writing (6-9 Reading Benchmark #7^{+}) o ability to draw conclusions, make inferences, and deduce meaning and write about these new understandings (6-9 Reading Benchmark #3^{+}) o ability to infer traits, feelings, and motives of characters and write about them (6-9 Reading Benchmark #4^{+}) ♦ Develops ability to: o interpret information in new contexts and	**Reading:** ♦ Demonstrates writing ability within an average band of grade-level performance. This means that students can: o understand stated information they have read and write about it (6-9 Reading Benchmark #1^{+}) o determine the meaning of new words from their context and use the new words in their writing (6-9 Reading Benchmark #2^{+}) o draw conclusions, make inferences, and deduce meaning and write about these new understandings (6-9 Reading Benchmark #3^{+})

		♦ Begins to demonstrate ability to solve a variety of problems by applying previously learned concepts and to apply new concepts when supplementary visual support is provided and can write answers using letters, numbers, symbols, or words (6-9 Math Benchmark C^+)	grammar rules o use more vocabulary^{++} o develop speed, accuracy, and expression in writing^{++} ♦ Errors sometimes interfere with meaning **Math:** ♦ Demonstrates understanding of math text that is written in simple sentences and supported visually by writing answers in numbers, words, and simple sentences ♦ Continues to develop: o understanding and application of a variety of written math concepts and writes about new understandings in numbers, words, and simple sentences. (Relies less on supplementary visual support.) (6-9 Math Benchmark A^+) o understanding of how to read and solve a variety of math problems by applying previously learned concepts and to apply new concepts and writes about these new understandings. (Supplementary visual support is still needed.) (6-9 Math Benchmark C^+) ♦ Begins to: o demonstrate understanding and application of methods of estimation by writing numbers, words, and simple sentences. (Relies heavily on supplementary visual support.) (6-9 Math Benchmark B^+) o interpret data presented in a variety of written ways by writing about it. (Relies heavily on supplementary visual support.) (6-9 Math Benchmark D^+) o apply basic capitalization, punctuation, and grammar rules o use more vocabulary^{++} o develop speed, accuracy, and expression in writing^{++} ♦ Errors sometimes interfere with meaning	express understandings in writing (6-9 Reading Benchmark #5$^+$) o ability to interpret nonliteral language used in a text and write about it (6-9 Reading Benchmark #6$^+$) o ability to identify the writer's views or purpose and write about it/them (6-9 Reading Benchmark #8$^+$) o ability to analyze style or structure and write about it (6-9 Reading Benchmark #9$^+$) ♦ Writes simple to complex sentences in response to text ♦ Gains accuracy in spelling, capitalization, punctuation, and grammar ♦ Expands speed, accuracy, and expression in writing^{++} ♦ Errors do not interfere with meaning **Math:** ♦ Continues to develop: o understanding and application of a variety of written math concepts and writes about new understandings in simple and complex sentences. (Relies minimally on supplementary visual support.) (6-9 Math Benchmark A^+) o understanding and application of methods of estimation based on written text by writing in simple and complex sentences. (Relies on some supplementary visual support.) (6-9 Math Benchmark B^+) o understanding of how to read and solve a variety of math problems by applying previously learned concepts and to apply new concepts and writes about these new understandings. (Minimal supplementary visual support needed.) (6-9 Math Benchmark C^+) o ability to nterpret data presented in a variety of written ways by writing about it. (Still relies on some visual support.) (6-9 Math Benchmark D^+) ♦ Completes simple story problems with minimal assistance ♦ Requires more assistance in completing multi-step story problems ♦ Gains accuracy in spelling, capitalization, punctuation, and grammar ♦ Expands speed, accuracy, and expression in writing^{++} ♦ Errors do not interfere with meaning	o infer traits, feelings, and motives of characters and write about them (6-9 Reading Benchmark #4$^+$) o interpret information in new contexts and express understandings in writing (6-9 Reading Benchmark #5$^+$) o interpret nonliteral language used in a text and write about it (6-9 Reading Benchmark #6$^+$) o determine the main idea of a text and write about it (6-9 Reading Benchmark #7$^+$) o identify the writer's views or purpose and write about it/them (6-9 Reading Benchmark #8$^+$) o analyze style or structure and write about it (6-9 Reading Benchmark #9$^+$) **Math:** ♦ Demonstrates writing ability related to math within an average band of grade-level performance. This means that students can use their writing skills to: o apply of a variety of written math concepts and write about them (6-9 Math Benchmark A^+) o apply methods of estimation based on written text and write about estimates (6-9 Math Benchmark B^+) o solve a variety of written math problems and write about the solutions (6-9 Math Benchmark C^+) o interpret data presented in a variety of written ways and write about it (6-9 Math Benchmark D^+)

Test score requirement					
[##]IDEA Proficiency Tests	NEW on Writing Test	LEW on Writing Test (lower third of LEW range)	LEW on Writing Test (middle third of LEW range)	LEW on Writing Test (upper third of LEW range)	FEW on Writing Test
[##]Language Acquisition Scales (LAS)	R/W Zero or One	R/W Two	R/W Three	R/W Four	R/W Five
(Other tests approved by the IDE may also be used)					

*Adapted from (unless otherwise noted):
Grognet, A., Jameson, J., Franco, L., & Derrick-Mescua, M. (2000). *Enhancing English Language Learning in Elementary Classroom: Trainer's Manual.* McHenry, IL: Delta Systems Co., Inc. (last page of Presenter's Appendix) – See Appendix K

**Adapted from (unless otherwise noted):
Iowa Department of Education. (2004). *Guidelines for the Inclusion of English Language Learners (ELLs) in K-12 Assessments.* Des Moines, IA: Author. (Appendix H) – See Appendix K

[+]Source:
Core Content Standards and Benchmarks Corresponding to the Iowa Tests. (n.d.) Retrieved May 12, 2003 from http://www.state.ia.us/educate/ecese/nclb/doc/ccsb.pdf (See Appendix C of this document)

[++]Adapted from:
Kauffman, D., & Franco, L. (2004). *What's Different About Teaching Reading to Students Learning English?* McHenry, IL: Delta Systems Co., Inc.

[#]Source:
Kupetz, M. (Ed.) (1997). *ESL Standards for Pre-K-12 Students.* Alexandria, VA: Teachers of English to Speakers of Other Languages.

[##]The developersof the following tests have assured the Iowa Department of Education (IDE) that these instruments have been designed specifically for documenting growth in language acquisition.

Appendix H: Sample English Language Proficiency Standards for Iowa School Districts

Developed by Shelley B. Fairbairn, M.A.

Sample English Language Proficiency Standards for Iowa School Districts

Grades 9 through 12

LISTENING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Understands few words ♦ Derives meaning from context (cannot grasp meaning without visual support) ♦ Up to 500-word receptive vocabulary	♦ Understands key words ♦ Still needs numerous visual cues to derive meaning ♦ Up to 1,000-word receptive/active vocabulary	♦ Understands general and main ideas ♦ Demonstrates good comprehension if visual support is provided ♦ Hears small elements of speech ♦ Up to 3,000-word receptive/active word vocabulary	♦ Understands social language very well ♦ Still requires supplementary support for technical content material ♦ Hears some subtle elements of speech ♦ Beyond 3,000-word receptive/active vocabulary	♦ Understands material that is comprehensible to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*[#], fluent listeners can: ♦ Understand social language in order to interact with others (Goal 1) ♦ Understand classroom discourse in order to learn content material (Goal 2) ♦ Understand various varieties, registers, and genres of language and apply strategies to extend abilities (Goal 3)
Content-related ability**[+]	**Reading:** ♦ Attends to meaningful texts ♦ Is building understanding of letter-sound relationships ♦ Recognizes words heard often during reading instruction **Math:** ♦ Attends to math instruction that is supported visually ♦ Comprehends key math words related to concepts learned	**Reading:** ♦ Comprehends basic message of illustrated books read at his/her instructional level ♦ Continues to build understanding of letter-sound relationships ♦ Understands words heard often during reading instruction **Math:** ♦ Comprehends basic math concepts when supplementary visual support is provided during instruction	**Reading:** ♦ Comprehends general information and main ideas of illustrated books read at his/her instructional level (6-9 Reading Benchmark #1, #7; 10-12 Reading Benchmark #1, #7[+]) ♦ Continues to develop: o understanding of letter-sound relationships Continues to build vocabulary during visually-supported reading instruction ♦ Begins to develop: o ability to use context clues to understand new words presented orally (6-9 Reading	**Reading:** ♦ Comprehends the majority of subject matter information presented orally, though supplementary support may be needed (6-9 Reading Benchmark #1, 10-12 Reading Benchmark #1, #7[+]) ♦ Understands most, if not all, letter-sound relationships ♦ Recognizes a variety of general and content-related words presented orally ♦ Continues to develop the ability to: o use context clues to understand new words	**Reading:** ♦ Demonstrates listening comprehension within an average band of grade-level performance. This means that students can: o understand stated information they have heard (6-9 Reading Benchmark #1, 10-12 Reading Benchmark #1[+]) o determine the meaning of new words from their context (6-9 Reading Benchmark #2[+]) o (grades 10-12 only) determine

	previously when instruction is visually supported ♦ Begins to understand how to complete and hand in assignments ♦ Begins to understand and apply a variety of math concepts when instruction is visually supported (6-9 Math Benchmark A, 10-12 Math Benchmark A+) ♦ Begins to solve a variety of math problems that are visually supported (6-9 Math Benchmark C, 10-12 Math Benchmark C+)	♦ Understands words heard often during math instruction ♦ Expands understanding and application of a variety of math concepts when supplementary visual support is provided (6-9 Math Benchmark C, 10-12 Math Benchmark A+) ♦ Expands ability to solve a variety of math problems by applying previously learned concepts and to apply new concepts when supplementary visual support is provided (6-9 Math Benchmark C, 10-12 Math Benchmark C+) ♦ Understands how to complete and turn in an assignment, though may need assistance in completing some problems	Benchmark #2+) o (grades 10-12 only) determine literal meaning of specific words (10-12 Reading Benchmark #2+) o draw conclusions, make inferences, and deduce meaning (6-9 Reading Benchmark #3; Grades 10-12 Reading Benchmark #3+) o infer traits, feelings, and motives of characters or individuals (6-9 Reading Benchmark #4; Grades 10-12 Reading Benchmark #4+) o (grades 10-12 only) make predictions based on stated information (10-12 Reading Benchmark #5+) o (grades 10-12 only) determine the main idea, topic, or theme and make generalizations (10-12 Reading Benchmark #7+) **Math:** ♦ Comprehends a good deal of math instruction when supplementary visual support is provided ♦ Continues to develop: o vocabulary during visually-supported reading instruction o understanding and application of a variety of math concepts, relying less on supplementary visual support (6-9 Benchmark A,10-12 Math Benchmark A+) o ability to solve a variety of math problems by applying previously learned concepts and to apply new concepts, though supplementary visual support is still needed (6-9 Math Benchmark C, 10-12 Math Benchmark C+) ♦ Begins to: o understand words from aural context o understand and apply methods of estimation, relying heavily on supplementary visual support (6-9 Math Benchmark B, 10-12 Math Benchmark B+) o interpret data presented in a variety of ways, relying heavily on supplementary visual support (6-9 Math Benchmark D, 10-12 Math Benchmark D+) ♦ Understands how to complete and turn in an assignment, though may need assistance in completing story problems	presented orally (6-9 Reading Benchmark #2+) o (grades 10-12 only) determine literal meaning of specific words (10-12 Reading Benchmark #2+) o draw conclusions, make inferences, and deduce meaning (6-9 Reading Benchmark #3+) o infer traits, feelings, and motives of characters (6-9 Reading Benchmark #4+) o (grades 10-12 only) make predictions based on stated information (10-12 Reading Benchmark #5+) o (grades 10-12 only) determine the main idea, topic, or theme and make generalizations (10-12 Reading Benchmark #7+) ♦ Develops the ability to: o interpret information in new contexts (6-9 Reading Benchmark #5+) o interpret nonliteral language (6-9 Reading Benchmark #6, 10-12 Reading Benchmark #6+) o identify the speaker's views or purposes (6-9 Reading Benchmark #8, 10-12 Reading Benchmark #8+) o (grades 10-12 only) distinguish among facts, opinions, and assumptions (10-12 Reading Benchmark #9+) o analyze style or structure and (grades 10-12 only) recognize literary techniques (6-9 Reading Benchmark #9, 10-12 Reading Benchmark #10+) **Math:** ♦ Comprehends most of math instruction, relying only minimally on supplementary visual support ♦ Recognizes a variety of general and content-related words presented orally ♦ Continues to develop: o ability to use context clues to understand new words presented orally o understanding and application of a variety of math concepts, relying minimally on supplementary visual support (6-9 Math Benchmark A, 10-12 Math Benchmark A+) o understanding and application of methods of estimation, still relying less and less on	the literal meaning of specific words (10-12 Reading Benchmark #2+) o draw conclusions, make inferences, and deduce meaning (6-9 Reading Benchmark #3, 10-12 Reading Benchmark #3+) o infer traits, feelings, and motives of characters (6-9 Reading Benchmark #4, 10-12 Reading Benchmark #4+) o interpret information in new contexts (6-9 Reading Benchmark #5+) o (grades 10-12 only) make predictions based on stated information (10-12 Reading Benchmark #5) o interpret nonliteral language used in a text (6-9 Reading Benchmark #6, 10-12 Reading Benchmark #6+) o determine the main idea of a text (6-9 Reading Benchmark #7+) o (grades 10-12 only) determine the main idea, topic, or theme and make generalizations (10-12 Reading Benchmark #7+) o identify the writer's views or purpose (6-9 Reading Benchmark #8, 10-12 Reading Benchmark #8+) o analyze style or structure (6-9 Reading Benchmark #9+) o (grades 10-12 only) distinguish among facts, opinions, and assumptions (10-12 Reading Benchmark #9+) o (grades 10-12 only) recognize aspects of a passage's style and structure and literary techniques (10-12 Reading Benchmark #10+) Math: ♦ Demonstrates listening comprehension related to math within an average band of grade-

				supplementary visual support (6-9 Math Benchmark B, 10-12 Math Benchmark B+) o ability to solve a variety of math problems by applying previously learned concepts and to apply new concepts, with minimal supplementary visual support needed (6-9 Math Benchmark C, 10-12 Math Benchmark C+) o ability to interpret data presented in a variety of ways, relying less and less on supplementary support (6-9 Math Benchmark D, 10-12 Math Benchmark D+) ♦ Completes simple story problems with minimal assistance ♦ Requires decreasing assistance in completing multi-step story problems	level performance. This means that students can use their listening skills to: o understand and apply a variety of math concepts (6-9 Math Benchmark A, 10-12 Math Benchmark A+) o understand and apply methods of estimation (6-9 Math Benchmark B, 10-12 Math Benchmark B+) o solve a variety of math problems (6-9 Math Benchmark C, 10-12 Math Benchmark C+) o interpret data presented in a variety of ways (6-9 Math Benchmark D, 10-12 Math Benchmark D+)
Test score requirement					
##IDEA Proficiency Test	Level A on Oral Test	Level B on Oral Test	Level C on Oral Test	Level D or E on Oral Test	Level F on Oral Test
##Language Assessment Scales (LAS)	Oral One	Oral Two	Oral Three	Oral Four	Oral Five
(Other tests approved by the IDE may also be used)					

Sample English Language Proficiency Standards for Iowa School Districts

Grades 9 through 12

SPEAKING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Says only yes, no, or names of other students ♦ Indicates comprehension physically ♦ Responds by pantomiming, gesturing, or drawing	♦ Produces words in isolation ♦ Responds with one- or two-words answers or phrases or indicates comprehension physically ♦ Verbalizes key words heard ♦ Makes errors of omission ♦ Mispronounces words	♦ Produces whole sentences ♦ Makes basic grammatical errors ♦ Functions on a social level ♦ Uses limited vocabulary	♦ Produces whole narration ♦ Makes complex grammatical errors ♦ Functions somewhat on an academic level ♦ Uses an expanded vocabulary	♦ Speaks in a way that is comparable to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*[#], fluent speakers can: ♦ Use spoken English to interact in social situations (Goal 1) ♦ Use spoken English to interact in academic situations (Goal 2) ♦ Use different varieties, registers, and genres of spoken English as required for specific situations and apply strategies to extend abilities (Goal 3)
Content-related ability**[+]	**Reading:** ♦ Says only yes or no in response to reading instruction ♦ Indicates comprehension physically ♦ Responds by pantomiming, gesturing, or drawing **Math:** ♦ Says only yes or no in response to math instruction ♦ Indicates	**Reading:** ♦ Produces words related to reading instruction in isolation ♦ Responds with one- or two-word answers or phrases or indicates comprehension physically during reading instruction ♦ Verbalizes key words heard or seen in texts ♦ Makes errors of omission ♦ Mispronounces words **Math:** ♦ Produces words related to math instruction in isolation ♦ Responds with one- or two-word answers or phrases or indicates comprehension physically during math instruction	**Reading:** ♦ Produces whole sentences describing general information and main ideas of illustrated books read aloud at his/her instructional level (6-9 Reading Benchmark #1, #7; 10-12 Reading Benchmark #1, #7[+]) ♦ Continues to develop: o active vocabulary during visually-supported reading instruction ♦ Begins to: o speak about understanding meaning of new words from their context (6-9 Reading Benchmark #2[+]) o (grades 10-12 only) be able to articulate the literal meaning of specific words (10-12 Reading Benchmark #2[+]) o speak about conclusions, inferences, and	**Reading:** ♦ Produces increasing amounts of discourse describing general information and main ideas of illustrated books read or heard (6-9 Reading Benchmark #1, #7; 10-12 Reading Benchmark #1, #7[+]) ♦ Continues to develop the ability to: o speak about understanding meaning of new words from their context (6-9 Reading Benchmark #2, 10-12 Reading Benchmark #2[+]) o speak about conclusions, inferences, and deduction of meaning (6-9 Reading Benchmark #3, 10-12 Reading Benchmark #3[+]) o infer traits, feelings, and motives of characters (6-9 Reading Benchmark #4, 10-12 Reading Benchmark #4[+]) o (grades 10-12 only) make predictions based on	**Reading:** ♦ Demonstrates speaking ability within an average band of grade-level performance. This means that students can: o discussing their understanding of stated information they have read (6-9 Reading Benchmark #1, 10-12 Reading Benchmark #1[+]) o determine and discuss the meaning of new words from their context (6-9 Reading Benchmark #2[+]) o (grades 10-12 only) determine and discuss the literal meaning of specific words (10-12

	comprehension physically ♦ Responds by pantomiming, gesturing, or drawing	♦ Verbalizes key words heard or seen during math instruction ♦ Makes errors of omission ♦ Mispronounces words ♦ Begins to speak about understanding and application of a variety of math concepts when supplementary visual support is provided (6-9 Math Benchmark A, 10-12 Math Benchmark A^{+}) ♦ Begins to speak about ability to solve a variety of math problems by applying previously learned concepts and to apply new concepts when supplementary visual support is provided (6-9 Math Benchmark C, 10-12 Math Benchmark C^{+})	deduction of meaning (6-9 Reading Benchmark #3, 10-12 Reading Benchmark #3,$^{+}$) o infer traits, feelings, and motives of characters (6-9 Reading Benchmark #4, 10-12 Reading Benchmark #4,$^{+}$) o (grades 10-12 only) make predictions based on stated information (10-12 Reading Benchmark #5^{+}) o (grades 10-12 only) determine and discuss the main idea, topic, or theme and make generalizations (10-12 Reading Benchmark #7^{+}) **Math:** ♦ Produces whole sentences related to math instruction ♦ Continues to develop: o active vocabulary during visually-supported math instruction o speech about understanding and application of a variety of math concepts, relying less on supplementary visual support (6-9 Math Benchmark A, 10-12 Math Benchmark A^{+}) o speech about ability to solve a variety of math problems by applying previously learned concepts and to apply new concepts, though supplementary visual support is still needed (6-9 Math Benchmark C, 10-12 Math Benchmark C^{+}) ♦ Begins to: o speak about understanding and application of methods of estimation, relying heavily on supplementary visual support (6-9 Math Benchmark B, 10-12 Math Benchmark B^{+}) o interpret data presented in a variety of ways orally, relying heavily on supplementary visual support (6-9 Math Benchmark D, 10-12 Math Benchmark D^{+}) ♦ Understands how to complete and turn in an assignment, though may need assistance in completing story problems	stated information (10-12 Reading Benchmark #5^{+}) o determine and discuss the main idea of a text (6-9 Reading Benchmark #7^{+}) o (grades 10-12 only) determine and discuss the main idea, topic, or theme and make generalizations (10-12 Reading Benchmark #7^{+}) ♦ Develops the ability to orally: o interpret information in new contexts (6-9 Reading Benchmark #5^{+}) o interpret nonliteral language (6-9 Reading Benchmark #6^{+}) o identify the speaker's views or purpose (6-9 Reading Benchmark #8, 10-12 Reading benchmark #8^{+}) o analyze style or structure (6-9 Reading Benchmark #9^{+}) o (grades 10-12 only) distinguish among facts, opinions, and assumptions (10-12 Reading Benchmark #9^{+}) o (grades 10-12 only) recognize and discuss aspects of a passage's style and structure and literary techniques (10-12 Reading Benchmark #10^{+}) **Math:** ♦ Produces increasing amounts of discourse related to math instruction ♦ Continues to build active vocabulary during math instruction, relying less on visual support ♦ Expands speech about understanding and application of a variety of math concepts, relying minimally on supplementary visual support (6-9 Math Benchmark A, 10-12 Math Benchmark A^{+}) ♦ Expands speech about understanding and application of methods of estimation, relying less and less on supplementary visual support (6-9 Math Benchmark B, 10-12 Math Benchmark B^{+}) ♦ Expands speech about how to solve a variety of math problems by applying previously learned concepts and to apply new concepts, with minimal supplementary visual support needed (6-9 Math Benchmark C, 10-12 Math Benchmark C^{+}) ♦ Expands speech about interpretation of data presented in a variety of ways, relying less and	Reading Benchmark #2) o speak about drawing conclusions, making inferences, and deducing meaning (6-9 Reading Benchmark #3, 10-12 Reading Benchmark #3^{+}) o infer and discuss traits, feelings, and motives of characters (6-9 Reading Benchmark #4, 10-12 Reading Benchmark #4^{+}) o orally interpret information in new contexts (6-9 Reading Benchmark #5^{+}) o (grades 10-12 only) make predictions based on stated information (10-12 Reading Benchmark #5) o orally interpret nonliteral language used in a text (6-9 Reading Benchmark #6, 10-12 Reading Benchmark #6^{+}) o determine and discuss the main idea of a text (6-9 Reading Benchmark #7^{+}) o (grades 10-12 only) determine and discuss the main idea, topic, or theme and make generalizations (10-12 Reading Benchmark #7^{+}) o identify and discuss the writer's views or purpose (6-9 Reading Benchmark #8, 10-12 Reading Benchmark #8^{+}) o analyze and discuss style or structure (6-9 Reading Benchmark #9^{+}) o (grades 10-12 only) distinguish among facts, opinions, and assumptions and discuss the differences(10-12 Reading Benchmark #9) o (grades 10-12 only) recognize aspects of a passage's style and structure and literary techniques (10-12 Reading Benchmark #10^{+})

				less on supplementary support (6-9 Math Benchmark D, 10-12 Math Benchmark D^{+}) ♦ Completes simple story problems with minimal assistance ♦ Requires more assistance in completing multi-step story problems	**Math:** ♦ Demonstrates speaking ability related to math within an average band of grade-level performance. This means that students can talk about: o their understanding and application of a variety of math concepts (6-9 Math Benchmark A, 10-12 Math Benchmark A^{+}) o their understanding and application methods of estimation (6-9 Math Benchmark B, 10-12 Math Benchmark B^{+}) o solving a variety of math problems (6-9 Math Benchmark C, 10-12 Math Benchmark C^{+}) o interpreting data presented in a variety of ways (6-9 Math Benchmark D, 10-12 Math Benchmark D^{+})
Test score requirement					
[##]IDEA Proficiency Tests	Level A on Oral Test	Level B on Oral Test	Level C on Oral Test	Level D or E on Oral Test	Level F on Oral Test
[##]Language Assessment Scales (LAS)	Oral One	Oral Two	Oral Three	Oral Four	Oral Five
(Other tests approved by the IDE may also be used)					

Sample English Language Proficiency Standards for Iowa School Districts

Grades 9 through 12

READING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Depends heavily on context in order to gain meaning from print ♦ Develops or reinforces concepts of print ♦ Begins to develop knowledge of letter names and sounds ♦ Begins to develop basic aural vocabulary related to reading	♦ Depends heavily on context in order to gain meaning from print ♦ Reinforces concepts of print ♦ Develops knowledge of letter names and sounds ♦ Continues to develop aural vocabulary related to reading ♦ Begins to develop oral vocabulary related to reading	♦ Begins to read sight words independently^{++} ♦ Begins to recognize word patterns/ families^{++} ♦ Begins to understand more vocabulary^{++} ♦ Begins to understand syntax (word order)$^{++}$ ♦ Begins to understand cueing systems^{++} ♦ Begins to develop speed, accuracy, and expression^{++}	♦ Builds ability to read sight words independently^{++} ♦ Builds ability to recognize word patterns/ families^{++} ♦ Builds vocabulary knowledge^{++} ♦ Builds knowledge of syntax (word order)$^{++}$ ♦ Builds knowledge of cueing systems^{++} ♦ Builds speed, accuracy, and expression^{++}	♦ Reads in a way that is comparable to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*$^{\#}$, fluent readers can: ♦ Effectively read English needed in social situations (Goal 1) ♦ Effectively read English needed in academic situations (Goal 2) ♦ Understand English varieties, registers, and genres in print and apply strategies to extend abilities (Goal 3)
Content-related ability**$^{+}$	**Reading:** ♦ Depends heavily on context in order to gain meaning from print ♦ Develops or reinforces concepts of print ♦ Begins to develop knowledge of letter names and sounds ♦ Begins to develop basic aural vocabulary ♦ Attends to texts that are meaningful ♦ Looks at books at his/her instructional level independently	**Reading:** ♦ Depends heavily on context in order to gain meaning from print ♦ Reinforces concepts of print ♦ Develops knowledge of letter names and sounds ♦ Continues to develop aural vocabulary ♦ Begins to develop oral vocabulary ♦ Starts to identify words taught in context with repetition ♦ Demonstrates understanding of basic content or plot that is supported visually ♦ Selects books at his/her instructional level with assistance **Math:**	**Reading:** ♦ Begins to: o read sight words independently (6-9 Reading Benchmark #1, 10-12 Reading Benchmark #1^{+})$^{++}$ o recognize word patterns/ families^{++} o understand more vocabulary (10-12 Reading Benchmark #2)$^{++}$ o understand syntax (word order)$^{++}$ o understand cueing systems^{++} o develop speed, accuracy, and expression^{++} o demonstrate understanding of text content or plot (6-9 Reading Benchmark #1, #7; 10-12 Reading Benchmark #1, #7^{+}) o use context clues in the text to derive meaning (6-9 Reading Benchmark #2^{+}) o develop ability to determine main idea of a	**Reading:** ♦ Continues to develop: o the ability to read sight words independently^{++} (6-9 Reading Benchmark #1, 10-12 Reading Benchmark #1^{+}) o the ability to recognize word patterns/ families^{++} o vocabulary knowledge (10-12 Reading Benchmark #2)$^{++}$ o knowledge of syntax (word order)$^{++}$ o knowledge of cueing systems^{++} o speed, accuracy, and expression^{++} ♦ Continues to develop the ability to: o demonstrate understanding of text content or plot (6-9 Reading Benchmark #1, #7; 10-12 Reading Benchmark #1, #7^{+}) o use context clues in the text to derive meaning	**Reading:** ♦ Demonstrates reading ability within an average band of grade-level performance. This means that students can: o understand stated information they have read (6-9 Reading Benchmark #1, 10-12 Reading Benchmark #1^{+}) o determine the meaning of new words from their context (6-9 Reading Benchmark #2^{+}) o (grades 10-12 only) determine the literal meaning of specific words (10-12 Reading Benchmark #2) o draw conclusions, make

	♦ Demonstrates knowledge of basic vocabulary or general idea of a text through pantomiming, gesturing, or drawing **Math:** ♦ Depends heavily on context in order to gain meaning from print ♦ Begins to read or reads numbers and math operation signs (+, -, x, ÷), understanding what they represent ♦ Demonstrates comprehension of mathematical text (numbers and symbols)	♦ Depends heavily on context in order to gain meaning from print ♦ Demonstrates understanding of basic content of basic math text that is supported visually ♦ Begins to demonstrate understanding and application of a variety of written math concepts when supplementary visual support is provided (6-9 Math Benchmark A, 10-12 Math Benchmark A^{+}) ♦ Begins to demonstrate ability to read and solve a variety of problems by applying previously learned concepts and to apply new concepts when supplementary visual support is provided (6-9 Math Benchmark C, 10-12 Math Benchmark C^{+})	text (6-9 Reading Benchmark #7^{+}) o (grades 10-12 only) build ability to determine the main idea, topic, or theme and make generalizations (10-12 Reading Benchmark #7^{+}) o draw conclusions, make inferences, and deduce meaning (6-9 Reading Benchmark #3, 10-12 Reading Benchmark #3^{+}) o infer traits, feelings, and motives of characters (6-9 Reading Benchmark #4, 10-12 Reading Benchmark #4^{+}) o (grades 10-12 only) make predictions based on stated information (10-12 Reading Benchmark #5^{+}) ♦ Selects books at his/her instructional level without assistance **Math:** ♦ Is developing an understand math-related syntax (word order)$^{++}$ ♦ Begins to develop speed and accuracy related to linguistic features of math^{++} ♦ Demonstrates understanding of math text that is written in simple sentences and supported visually ♦ Expands understanding and application of a variety of written math concepts, relying less on supplementary visual support (6-9 Math Benchmark A; 10-12 Math Benchmark A^{+}) ♦ Begins to demonstrate understanding and application of methods of estimation based on written text, relying heavily on supplementary visual support (6-9 Math Benchmark B, 10-12 Math Benchmark B^{+}) ♦ Expands understanding of how to read and solve a variety of math problems by applying previously learned concepts and to apply new concepts, though supplementary visual support is still needed (6-9 Math Benchmark C, 10-12 Math Benchmark C^{+}) ♦ Begins to interpret data presented in a variety of written ways, relying heavily on supplementary visual support (6-9 Math Benchmark D, 10-12 Math Benchmark D^{+}) ♦ Begins to understand basic written directions related to math assignments	(6-9 Reading Benchmark #2^{+}) o determine main idea of a text (6-9 Reading Benchmark #7^{+}) o (grades 10-12 only) determine the main idea, topic, or theme and make generalizations (10-12 Reading Benchmark #7^{+}) o draw conclusions, make inferences, and deduce meaning (6-9 Reading Benchmark #3, 10-12 Reading Benchmark #3^{+}) o infer traits, feelings, and motives of characters (6-9 Reading Benchmark #4, 10-12 Reading Benchmark #4^{+}) o (grades 10-12 only) make predictions based on stated information (10-12 Reading Benchmark #5^{+}) ♦ Develops the ability to: o interpret information in new contexts (6-9 Reading Benchmark #5^{+}) o interpret nonliteral language used in a text (6-9 Reading Benchmark #6, 10-12 Reading Benchmark #6^{+}) o identify the writer's views or purpose (6-9 Reading Benchmark #8, 10-12 Reading Benchmark #8^{+}) o analyze style or structure (6-9 Reading Benchmark #9^{+}) o (grades 10-12 only) distinguish among facts, opinions, and assumptions o (grades 10-12 only) recognize aspects of a passage's style and structure and literary techniques (10-12 Reading Benchmark #10) **Math:** ♦ Continues to develop: o Builds ability to read sight words in math problems independently^{++} o ability to recognize word patterns/ families as they arise in math instruction^{++} o vocabulary knowledge related to math^{++} o knowledge of math syntax (word order)$^{++}$ o speed and accuracy related to linguistic features of math^{++} o ability to demonstrate understanding of text content in simple sentences o ability to demonstrate understanding of content in complex sentences o ability to use context clues in the text to derive	inferences, and deduce meaning (6-9 Reading Benchmark #3, 10-12 Reading Benchmark #3^{+}) o infer traits, feelings, and motives of characters (6-9 Reading Benchmark #4, 10-12 Reading Benchmark #4^{+}) o interpret information in new contexts (6-9 Reading Benchmark #5^{+}) o (grades 10-12 only) make predictions based on stated information (10-12 Reading Benchmark #5^{+}) o interpret nonliteral language used in a text (6-9 Reading Benchmark #6, 10-12 Reading Benchmark #6^{+}) o determine the main idea of a text (6-9 Reading Benchmark #7^{+}) o (grades 10-12 only) determine the main idea, topic, or theme and make generalizations (10-12 Reading Benchmark #7^{+}) o identify the writer's views or purpose (6-9 Reading Benchmark #8, 10-12 Reading Benchmark #8^{+}) o analyze style or structure (6-9 Reading Benchmark #9^{+}) o (grades 10-12 only) distinguish among facts, opinions, and assumptions (10-12 Reading Benchmark #9^{+}) o (grades 10-12 only) recognize aspects of a passage's style and structure and literary techniques (10-12 Reading Benchmark #10^{+}) **Math:** ♦ Demonstrates reading ability related to math within an average band of grade-level performance.

			♦ Understands how to complete and turn in an assignment, though may need assistance in completing story problems	meaning o active vocabulary during math instruction, relying less on visual support o understanding and application of a variety of written math concepts, relying minimally on supplementary visual support (6-9 Math Benchmark A, 10-12 Math Benchmark A^{+}) o understanding and application of methods of estimation based on written text, relying less and less on supplementary visual support (6-9 Math Benchmark B, 10-12 Math Benchmark B^{+}) o understanding of how to read and solve a variety of math problems by applying previously learned concepts and to apply new concepts, with minimal supplementary visual support needed (6-9 Math Benchmark C, 10-12 Math Benchmark C^{+}) o speech about interpretation of data presented in a variety of written ways, relying less and less on supplementary support (6-9 Math Benchmark D, 10-12 Math Benchmark D^{+}) ♦ Completes simple story problems with minimal assistance ♦ Requires decreasing in completing multi-step story problems	This means that students can use their reading skills to: o understand and apply of a variety of written math concepts (6-9 Math Benchmark A, 10-12 Math Benchmark A^{+}) o understand and apply methods of estimation based on written text (6-9 Math Benchmark B, 10-12 Math Benchmark B^{+}) o solve a variety of written math problems (6-9 Math Benchmark C, 10-12 Math Benchmark C^{+}) o interpret data presented in a variety of written ways (6-9 Math Benchmark D, 10-12 Math Benchmark D^{+})
Test score requirement					
##IDEA Proficiency Tests	NER on Reading Test	LER on Reading Test (lower third of LER range)	LER on Reading Test (middle third of LER range)	LER on Reading Test (upper third of LER range)	FER on Reading Test
##Language Assessment Scales (LAS)	R/W Zero or One	R/W Two	R/W Three	R/W Four	R/W Five
(Other tests approved by the IDE may also be used)					

Sample English Language Proficiency Standards for Iowa School Districts

Grades 9 through 12

WRITING

Proficiency Level Grade/Ability/ Score	**Pre-production**	**Early Production**	**Speech Emergence**	**Intermediate Fluency**	**Fluent**
Language Ability*	♦ Expresses meaning through drawing ♦ Can copy letters/words	♦ Expresses limited meaning through writing letters and/or familiar words (e.g., first and last name) which may be accompanied by drawing	♦ Writes words and simple sentences using invented spelling ♦ Begins to apply basic capitalization, punctuation, and grammar rules ♦ Begins to use more vocabulary^{++} ♦ Begins to develop speed, accuracy, and expression in writing^{++} ♦ Errors sometimes interfere with meaning	♦ Writes simple to complex sentences ♦ Gains accuracy in spelling, capitalization, punctuation, and grammar ♦ Expands speed, accuracy, and expression in writing^{++} ♦ Errors do not interfere with meaning	♦ Writes in a way that is comparable to peers of the same age and educational background Based on TESOL's *ESL Standards for Pre-K-12 ESL Students*$^{\#}$, fluent writers can: ♦ Use writing for social situations (Goal 1) ♦ Use writing in academic contexts (Goal 2) ♦ Write in different varieties, registers, and genres and apply strategies to extend abilities (Goal 3)
Content-related ability**$^{+}$	**Reading:** ♦ Responds to meaningful text by drawing or copying **Math:** ♦ Begins to copy or write numbers and math operation signs (+, -, x, ÷) ♦ Demonstrates comprehension of mathematical text (numbers and symbols) through drawing	**Reading:** ♦ Begins to demonstrate or demonstrates concepts of print in written responses to text ♦ Demonstrates understanding of basic content or plot through writing letters or words which may be accompanied by drawing (6-9 Reading Benchmark #1) **Math:** ♦ Demonstrates understanding of content of basic math text that is supported visually through writing letters or words which may be accompanied by drawing ♦ Begins to demonstrate understanding and application of a variety of written math concepts when supplementary visual support	**Reading:** ♦ Begins to: o demonstrate understanding of text content or plot by writing words and simple sentences (6-9 Reading Benchmark #1, #7; 10-12 Reading Benchmark #1, #7^{+}) o demonstrate use context clues in the text to derive meaning by writing with new vocabulary (6-9 Reading Benchmark #2^{+}) o (grades 10-12 only) demonstrate ability to determine literal meaning of specific words in text by using them in writing (10-12 Reading Benchmark #2^{+}) o demonstrate the ability to determine main idea of a text and express it in writing (6-9 Reading Benchmark #7^{+}) o (grades 10-12 only) determine the main idea,	**Reading:** ♦ Continues to develop the ability to: o understand text content or plot in simple or complex sentences (6-9 Reading Benchmark #1; 10-12 Reading Benchmark #1, #7^{+}) o use context clues in the text to derive meaning through writing with new vocabulary (6-9 Reading Benchmark #2^{+}) o (grades 10-12 only) begins to demonstrate ability to determine literal meaning of specific words in text by using them in writing (10-12 Reading Benchmark #2^{+}) o determine main idea of a text and express it in writing (6-9 Reading Benchmark #7^{+}) o (grades 10-12 only) Begins to determine the main idea, topic, or theme and make generalizations in writing (10-12 Reading	**Reading:** ♦ Demonstrates writing ability within an average band of grade-level performance. This means that students can: o understand stated information they have read and write about it (6-9 Reading Benchmark #1, 10-12 Reading Benchmark #1^{+}) o determine the meaning of new words from their context and use the new words in their writing (6-9 Reading Benchmark #2^{+}) o (grades 10-12 only) demonstrate ability to

		is provided by writing letters, numbers, symbols, or words (6-9 Math Benchmark A^{+}) ♦ Begins to demonstrate ability to solve a variety of problems by applying previously learned concepts and to apply new concepts when supplementary visual support is provided and can write answers using letters, numbers, symbols, or words (6-9 Math Benchmark C^{+})	topic, or theme and make generalizations in writing (10-12 Reading Benchmark #7^{+}) o demonstrate ability to draw conclusions, make inferences, and deduce meaning and write about these new understandings (6-9 Reading Benchmark #3, 10-12 Reading Benchmark #3^{+}) o demonstrate ability to infer traits, feelings, and motives of characters and write about them (6-9 Reading Benchmark #4, 10-12 Reading Benchmark #4^{+}) o (grades 10-12 only) make predictions based on stated information (10-12 Reading Benchmark #5^{+}) o apply basic capitalization, punctuation, and grammar rules o use more vocabulary^{++} o develop speed, accuracy, and expression in writing^{++} ♦ Errors sometimes interfere with meaning **Math:** ♦ Demonstrates understanding of math text that is written in simple sentences and supported visually by writing answers in numbers, words, and simple sentences ♦ Continues to develop: o understanding and application of a variety of written math concepts and writes about new understandings in numbers, words, and simple sentences. (Relies less on supplementary visual support.) (6-9 Math Benchmark A, 10-12 Math Benchmark A^{+}) o understanding of how to read and solve a variety of math problems by applying previously learned concepts and to apply new concepts and writes about these new understandings. (Supplementary visual support is still needed.) (6-9 Math Benchmark C, 10-12 Math Benchmark C^{+}) ♦ Begins to: o demonstrate understanding and application of methods of estimation by writing numbers, words, and simple sentences. (Relies heavily on supplementary visual support.) (6-9 Math Benchmark B, 10-12 Math Benchmark B^{+}) o interpret data presented in a variety of written ways by writing about it. (Relies heavily on supplementary visual support.) (6-9 Math	Benchmark #7^{+}) o draw conclusions, make inferences, and deduce meaning and write about these new understandings (6-9 Reading Benchmark #3, 10-12 Reading Benchmark #3^{+}) o infer traits, feelings, and motives of characters and write about them (6-9 Reading Benchmark #4, 10-12 Reading Benchmark #4^{+}) o (grades 10-12 only) begins to make predictions based on stated information (10-12 Reading Benchmark #5^{+}) ♦ Develops the ability to: o interpret information in new contexts and express understandings in writing (6-9 Reading Benchmark #5^{+}) o interpret nonliteral language used in a text and write about it (6-9 Reading Benchmark #6^{+}) o identify the writer's views or purpose and write about it/them (6-9 Reading Benchmark #8^{+}) o analyze style or structure and write about it (6-9 Reading Benchmark #9^{+}) o (grades 10-12 only) demonstrate ability to distinguish among facts, opinions, and assumptions in writing (10-12 Reading Benchmark #9^{+}) o (grades 10-12 only) use different writing styles and structures and literary techniques (10-12 Reading Benchmark #10) ♦ Writes simple to complex sentences in response to text ♦ Gains accuracy in spelling, capitalization, punctuation, and grammar ♦ Expands speed, accuracy, and expression in writing^{++} ♦ Errors do not interfere with meaning **Math:** ♦ Continues to develop: o understanding and application of a variety of written math concepts and writes about new understandings in simple and complex sentences. (Relies minimally on supplementary visual support.) (6-9 Math Benchmark A, 10-12 Math Benchmark A^{+}) o understanding and application of methods of estimation based on written text by writing in simple and complex sentences. (Relies on some	determine literal meaning of specific words in text by using them in writing (10-12 Reading Benchmark #2^{+}) o draw conclusions, make inferences, and deduce meaning and write about these new understandings (6-9 Reading Benchmark #3, 10-12 Reading Benchmark #3^{+}) o infer traits, feelings, and motives of characters and write about them (6-9 Reading Benchmark #4, 10-12 Reading Benchmark #4^{+}) o interpret information in new contexts and express understandings in writing (6-9 Reading Benchmark #5^{+}) o (grades 10-12 only) make predictions based on stated information (10-12 Reading Benchmark #5^{+}) o interpret nonliteral language used in a text and write about it (6-9 Reading Benchmark #6^{+}) o determine the main idea of a text and write about it (6-9 Reading Benchmark #7^{+}) o (grades 10-12 only) determine the main idea, topic, or theme and make generalizations in writing (10-12 Reading Benchmark #7^{+}) o identify the writer's views or purpose and write about it/them (6-9 Reading Benchmark #8, 10-12 Reading Benchmark #8^{+}) o analyze style or structure and write about it (6-9 Reading Benchmark #9^{+}) o (grades 10-12 only) demonstrate ability to distinguish among facts, opinions, and assumptions in

			Benchmark D, 10-12 Math Benchmark D+) o apply basic capitalization, punctuation, and grammar rules o use more vocabulary++ o develop speed, accuracy, and expression in writing++ ♦ Errors sometimes interfere with meaning	supplementary visual support.) (6-9 Math Benchmark B, 10-12 Math Benchmark B+) o understanding of how to read and solve a variety of math problems by applying previously learned concepts and to apply new concepts and writes about these new understandings. (Minimal supplementary visual support needed.) (6-9 Math Benchmark C, 10-12 Math Benchmark C+) o ability to interpret data presented in a variety of written ways by writing about it. (Still relies on some visual support.) (6-9 Math Benchmark D, 10-12 Math Benchmark D+) ♦ Completes simple story problems with minimal assistance ♦ Requires more assistance in completing multi-step story problems ♦ Gains accuracy in spelling, capitalization, punctuation, and grammar ♦ Expands speed, accuracy, and expression in writing++ ♦ Errors do not interfere with meaning	writing (10-12 Reading Benchmark #9+) o (grades 10-12 only) use different writing styles and structures and literary techniques (10-12 Reading Benchmark #10+) **Math:** ♦ Demonstrates writing ability related to math within an average band of grade-level performance. This means that students can use their writing skills to: o apply a variety of written math concepts and write about them (6-9 Math Benchmark A, 10-12 Math Benchmark A+) o apply methods of estimation based on written text and write about estimates (6-9 Math Benchmark B, 10-12 Math Benchmark B+) o solve a variety of written math problems and write about the solutions (6-9 Math Benchmark C, 10-12 Math Benchmark C+) o interpret data presented in a variety of written ways and write about it (6-9 Math Benchmark D, 10-12 Math Benchmark D+)
Test score requirement					
##IDEA Proficiency Tests	NEW on Writing Test	LEW on Writing Test (lower third of LEW range)	LEW on Writing Test (middle third of LEW range)	LEW on Writing Test (upper third of LEW range)	FEW on Writing Test
##Language Acquisition Scales (LAS)	R/W Zero or One	R/W Two	R/W Three	R/W Four	R/W Five
(Other tests approved by the IDE may also be used)					

*Adapted from (unless otherwise noted):

Grognet, A., Jameson, J., Franco, L., & Derrick-Mescua, M. (2000). *Enhancing English Language Learning in Elementary Classroom: Trainer's Manual.* McHenry, IL: Delta Systems Co., Inc. (last page of Presenter's Appendix) – See Appendix K

**Adapted from (unless otherwise noted):
Iowa Department of Education. (2004). *Guidelines for the Inclusion of English Language Learners (ELLs) in K-12 Assessments.* Des Moines, IA: Author. (Appendix H) – See Appendix L

+Source:
Core Content Standards and Benchmarks Corresponding to the Iowa Tests. (n.d.) Retrieved May 12, 2003 from http://www.state.ia.us/educate/ecese/nclb/doc/ccsb.pdf (See Appendix C of this document)

++Adapted from:
Kauffman, D., & Franco, L. (2004). *What's Different About Teaching Reading to Students Learning English?* McHenry, IL: Delta Systems Co., Inc.

#Source:
Kupetz, M. (Ed.) (1997). *ESL Standards for Pre-K-12 Students.* Alexandria, VA: Teachers of English to Speakers of Other Languages.

##The developers of the following tests have assured the Iowa Department of Education (IDE) that these instruments have been designed specifically for documenting growth in language acquisition.

Appendix I:
Additional Resources for Developing English Language Proficiency Standards[1]

Examples of English Language Proficiency Standards:

Arkansas's English Language Acquisition Framework

http://arkedu.state.ar.us/word_files/English%20Language%20Acquisition%20Framework.doc

California's English Language Development Standards

http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf

Colorado's *Handbook on Planning for Limited English Proficient (LEP) Student Success*

http://www.ncela.gwu.edu/policy/states/colorado/lephandbook.pdf

Kansas Curricular Standards For English to Speakers of Other Languages (ESOL)

http://www.ncela.gwu.edu/policy/states/kansas/esolstandards_finalcopy.pdf

Tucson Unified School District
Elementary English As A Second Language Addendum to the Language Arts Standards

http://instech.tusd.k12.az.us/Core/ESL.HTM#stages

Guidance on Developing Standards:

Hansche, L. N. (1998). *Handbook for the Development of Performance Standards: Meeting the Requirements of Title I.* Washington, DC: U.S. Department of Education and Council of Chief State School Officers. Retrieved August 3, 2004, from http://www.ccsso.org/publications/details.cfm?PublicationID=131

[1] Inclusion of these documents does not imply endorsement by the Iowa Department of Education. This list is only meant to serve as a starting point for districts interested in finding other English Language Proficiency Standard development resources.

Appendix J:
Core Content Standards and Benchmarks
Corresponding to the Iowa Tests of Basic Skills
K-2
(Levels 5-8)

Compiled by Shelley B. Fairbairn, M.A.

Grade Levels and Test Levels.[2] Test levels are numbered to correspond roughly to the chronological ages of the students for whom they are best suited. Each student should be administered the test level most compatible with his or her level of academic development. During grades K, 1, and 2, the typical student would take only three of the four test levels, 5-8, before using Level 9 in grade 3.

This table shows how academic developmental level, expressed as grade ranges, relates to test levels.

Test Level	Chronological Age	Level of Academic Development
5	5	K.1 – 1.5
6	6	K.8 – 1.9
7	7	1.7 – 2.5
8	8	2.5 – 3.5

LEVEL 5 (For students in the 1st month of kindergarten through the 5th month of first grade)

Word Analysis Skills (Early Literacy Development Skills – Reading is not tested at Level 5.)

A. Students can demonstrate their phonological awareness and decoding skills and knowledge of letters.

1. Students can understand initial sounds related to pictures and words.
2. Students can understand letter-sound correspondences.
3. Students can identify rhyming sounds.
4. Students can identify printed letters.

Mathematics Skills (Note: These are the same for Level 5 and Level 6.)

A. Students can understand and apply number properties and operations.

1. Students can recognize numerals.
2. Students can count and show one-to-one correspondence.
3. Students can use ordinal numbers and give missing numbers in sequence.
4. Students can create and interpret representations of fractions and money.

[2] Source: pp. 2-3 of *The Iowa Tests: Interpretive Guide for Teachers and Counselors, Form A, Levels 5-8*

B. Students can understand and apply basic geometry concepts.

1. Students can identify, classify, and compare geometric figures.
2. Students can recognize geometric properties, patterns, and relationships.

C. Students can understand and apply basic measurement concepts.

1. Students can measure length/distance, time, temperature, weight, mass, and volume.
2. Students can estimate measurements.
3. Students can use appropriate instruments of measurement.

D. Students can solve math problems.

1. Students can solve single-step problems.
2. Students can solve multiple-step problems.

LEVEL 6 (For students in the 8th month of kindergarten through the 9th month of 1st grade)

Reading Skills

A. The student can understand and apply skills related to the reading of words and short texts.

1. The student can make use of auditory cues.
2. The student can make use of picture cues.
3. The student can demonstrate word attack skills.
4. The student can comprehend sentences.
5. The student can comprehend stories, demonstrating factual understanding and inference and interpretation skills.

Mathematics Skills (Note: These are the same for Level 5 and Level 6.)

A. Students can understand and apply number properties and operations.

1. Students can recognize numerals.
2. Students can count and show one-to-one correspondence.
3. Students can use ordinal numbers and give missing numbers in sequence.
4. Students can create and interpret representations of fractions and money.

B. Students can understand and apply basic geometry concepts.

1. Students can identify, classify, and compare geometric figures.
2. Students can recognize geometric properties, patterns, and relationships.

C. Students can understand and apply basic measurement concepts.

1. Students can measure length/distance, time, temperature, weight, mass, and volume.
2. Students can estimate measurements.
3. Students can use appropriate instruments of measurement.

D. Students can solve math problems.

1. Students can solve single-step problems.
2. Students can solve multiple-step problems.

LEVEL 7 (For students in the 7th month of first grade through the 5th month of second grade)

Reading Skills (Note: These are the same for Level 7 and Level 8.)

A. Students can comprehend short texts.

1. Students can understand factual information they have read in sentences.
2. Students can understand factual information they have read in stories.
3. Students can make inferences about and interpret stories.
4. Students can analyze stories and make generalizations.

Mathematics Skills (Note: These are the same for Level 7 and Level 8 except where otherwise noted.)

A. Students can understand and apply number properties and operations.

1. Students can create and interpret representations of numbers.
2. Students can compare and order numbers.
3. Students can use place value.
4. Students can estimate and round numbers.

B. Students can understand and apply basic algebraic concepts.

1. Students can use and interpret operational and relational symbols.
2. Students can solve number sentences.
3. Students can use variables and number sentences to model situations.
4. Students can understand and explore numerical patterns.

C. Students can understand and apply basic geometry concepts.

1. Students can identify, classify, and compare geometric figures.
2. Students can recognize geometric properties, patterns, and relationships.

D. Students can understand and apply basic measurement concepts.

1. Students can measure length/distance, time, temperature, weight, and volume.
2. Students can estimate measurements with precision.

3. Students can identify and use appropriate instruments and units of measurement.

E. Students can solve a variety of math problems.

1. Students can solve single-step problems.
2. Students can solve multiple-step problems.
3. Students can identify extraneous of insufficient information.
4. Students can choose solution methods.

F. Students can interpret data.

1. Students can read amounts on the scales of bar graphs.
2. Students can read amounts by locating a specific cell in a table. (Level 7 only)
3. Students can compare quantities to determine rank, to determine sums and differences, and to find ratios.
4. Students can interpret relationships and trends to determine rates (Level 8 only), to understand underlying relationships (Level 7 only), and to generalize (Level 8 only).

LEVEL 8 (For students in the 5th month of second grade through the 5th month of third grade)

Reading Skills (Note: These are the same for Level 7 and Level 8.)

A. Students can comprehend short texts.

1. Students can understand factual information they have read in sentences.
2. Students can understand factual information they have read in stories.
3. Students can make inferences about and interpret stories.
4. Students can analyze stories and make generalizations.

Mathematics Skills (Note: These are the same for Level 7 and Level 8 except where otherwise noted.)

A. Students can understand and apply number properties and operations.

1. Students can create and interpret representations of numbers.
2. Students can compare and order numbers.
3. Students can use place value.
4. Students can estimate and round numbers.

B. Students can understand and apply basic algebraic concepts.

1. Students can use and interpret operational and relational symbols.
2. Students can solve number sentences.
3. Students can use variables and number sentences to model situations.
4. Students can understand and explore numerical patterns.

C. Students can understand and apply basic geometry concepts.

1. Students can identify, classify, and compare geometric figures.
2. Students can recognize geometric properties, patterns, and relationships.

D. Students can understand and apply basic measurement concepts.

1. Students can measure length/distance, time, temperature, weight, and volume.
2. Students can estimate measurements with precision.
3. Students can identify and use appropriate instruments and units of measurement.

E. Students can solve a variety of math problems.

1. Students can solve single-step problems.
2. Students can solve multiple-step problems.
3. Students can identify extraneous of insufficient information.
4. Students can choose solution methods.

F. Students can interpret data.

1. Students can read amounts on the scales of bar graphs.
2. Students can read amounts by locating a specific cell in a table. (Level 7 only)
3. Students can compare quantities to determine rank, to determine sums and differences, and to find ratios.
4. Students can interpret relationships and trends to determine rates (Level 8 only), to understand underlying relationships (Level 7 only), and to generalize (Level 8 only).

Appendix K: LANGUAGE ACQUISITION CHART

	Stage I	Stage II	Stage III	Stage IV
Official Name	Preproduction	Early Production	Speech Emergence	Intermediate Fluency
Other Names	Pre-speech/Silent Period/Non English Proficient (NEP)/ Beginner	Telegraphic Stage/Limited English Proficient (LEP) - Emergent	Simple-Sentence Stage/Limited English Proficient (LEP) - Intermediate	Bridging Stage/Limited English Proficient (LEP) - Advanced
Variety of Language	Fluency – (Basic Interpersonal Communication Skills [BICS])	Fluency – (Basic Interpersonal Communication Skills [BICS])	Fluency – (Basic Interpersonal Communication Skills [BICS])	Fluency (BICS) and some Proficiency (Cognitive Academic Language Proficiency [CALP])
Characteristics	Physical response only No speech production Minimal comprehension Up to 500-word receptive vocabulary	One or two-word responses Disconnected speech Very limited comprehension Up to 1000-word receptive/active vocabulary	Simple-sentence responses Connected speech Fairly good comprehension Up to 3000-word receptive/active vocabulary	Simple/complex-sentence responses Extended speech (discourse) Increased comprehension Beyond 3000-word receptive/ active vocabulary
Student Behaviors	Produces no speech Indicates comprehension physically Comprehends key words only Depends heavily on context Responds by pantomiming, gesturing, or drawing Says only yes, no, or names of other students	Produces words in isolation Indicates comprehension physically Verbalizes key words "heard" Depends heavily on context Responds with one/two-word answers or in phrases Makes "errors of omission" Mispronounces words	Produces whole sentences Makes basic grammatical errors Hears smaller elements of speech Shows good comprehension (given rich context) Functions on a social level Uses limited vocabulary	Produces whole narration Makes complex grammatical errors Hears some subtle elements of speech Shows good comprehension (given some context) Functions somewhat on an academic level Uses an expanded vocabulary
Teacher Strategies	Uses commands to teach receptive language (TPR) Requires physical response to check comprehension Asks students to show/draw answers to questions Asks "yes/no" questions Uses manipulatives and props Shows/writes key words after oral presentation	Continues to expand receptive language (TPR) Encourages all attempts to respond Asks students questions that require one/two words to answer: Who? What? Where? When? Which one? Uses concrete objects Displays print to support oral presentation	Expands receptive language through comprehensible input Engages student in producing language such as describing, re-telling, comparing, contrasting, defining, summarizing, reporting Asks application questions: What do you do when? How do you react when? Incorporates more writing	Develops cognitive academic language: oral and written Introduces figurative language Asks "why" questions soliciting opinion, judgment, prediction, hypothesis, inference, creation Engages student in higher-order thinking (H.O.T.) skills
Timeline (relative)	2 weeks to 2 months	2-4 months	1-3 years	3-10 years to approach peer-appropriate proficiency
Suggested Instructional Programs	ESL (topic based L1 instruction to access core curriculum	ESL (topic/literature based) LI instruction to access core curriculum	ESL (content and literature based) Sheltered and/or L1 instruction to access core curriculum	Sheltered Instruction to access core curriculum and L2 literacy enrichment

Source: Grognet, A., Jameson, J., Franco, L., & Derrick-Mescua, M. (2000). *Enhancing English Language Learning in Elementary Classrooms : Trainer's Manual.* McHenry, IL: Delta Systems Co., Inc. (last page of Presenter's Appendix) – slight adaptations made

Appendix L:
Cross Referencing Language Proficiency Levels and Reasonable Expectations of English Language Learners in Content Areas

	Beginner	Emergent	Intermediate	Nearly Fluent	Fluent
Math	Is aware of math concepts at his/her instructional level. Beginning to: understand basic numbers and facts at his/her instructional level and understand how to complete and turn in an assignment.	Is able to solve one step problems with help at his/her level. Is learning math facts and beginning to apply them. Has some understanding of previously learned skills and is learning new concepts. Understands how to complete and turn in an assignment.	Is learning to solve problems using +, -, x, and ÷ which will require assistance at his/her level. Is able to: apply previously learned skills with review, learn and apply new skills with help, and solve story problems with assistance.	Is able to solve problems using +, -, x, and ÷ with some assistance. With some assistance is able to: apply previously learned skills, learn and apply new skills, and solve story problems.	Is able to solve problems using +, -, x, and ÷ with little or no help. Is able to apply previously learned skills with minimal review. With minimal help, is able to: learn and apply new skills at grade level and solve multi-step story problems at his/her reading level.
Social Studies	Relies on hands-on visual instruction to retain basic facts. Shows knowledge of concepts through demonstration, drawing, and participation. Completes projects with teacher or peer group help. Attends to discussions for a short time.	Relies on verbal and visual instruction to retain limited facts. Is able to help with projects. Needs to be drawn into class discussions for a short time. Demonstrate understanding of basic facts.	Relies mostly on verbal and visual instruction to learn the material. Testing situations are modified to test basic concepts. Able to complete modified projects with guidance and assistance. Beginning to pay attention to class discussion.	Understands some comprehensible parts of the textbook but relies mostly on verbal clues and study guides. Beginning to retain instructional information and can relate it in modified testing situations. Is able to complete projects with some assistance. Pays attention to class discussion with limited participation.	Can read comprehensible chunks of the textbook. Retains some facts from previous discussion and is experiencing success in modified testing situations. Is able to complete some "hands on" projects independently. Is attentive in class and participates in class discussions.
Reading	Learning the conventions of printed material (top, bottom, left-right, etc.). Attends to stories that have meaning to listener. Learning letter/sound associations in context. Looks at books at his/her instructional level independently. Starts to identify words taught in context with repetition.	Reads words taught in context with repetition. Uses teacher assistance when selecting books. Demonstrates knowledge of vocabulary and skills at his/her instructional level. Comprehends material read at his/her instructional level. Demonstrates the recall of details and sequence stories at his/her instructional level.	Reads two or more grade levels below grade level peers. Selects independent reading material at his/her instructional level. Uses vocabulary and skills in context at his/her instructional level. Comprehends material read at his/her instructional level. Can recall details and sequence stories at his/her instructional level with assistance.	Reads two or more grade levels below grade level peers. Reads independently at his/her instructional level. Demonstrates knowledge of vocabulary and skills in context. Comprehends material read (with class discussions). Can recall details and sequence stories at his/her instructional level.	Reads closer to grade level. Reads independently at his/her instructional level. Demonstrates vocabulary and skills in context. Comprehends material read at his/her instructional level. Can recall details and sequence of a story, at his/her instructional level.

	Beginner	Emergent	Intermediate	Nearly Fluent	Fluent
Science	Attends to class instruction. Participates in class work through drawing, demonstrating, and sharing. Helps with experiments. Completes modified assignment with teacher and/or peer group help.	Is learning about the scientific method and is beginning to understand its focus. Completes modified homework assignments with help. Participates in classroom experiments with help. Beginning to provide feedback on the information taught at grade level.	Is able to apply the scientific method to modified assignments with assistance. Completes modified projects and homework with assistance. Participates in classroom experiments and discussion with assistance. Demonstrates knowledge in modified testing situations.	Is able to apply the scientific method to classroom assignments with some assistance. With some assistance, is able to complete projects and homework assigned and to participate in classroom experiments and discussion. Demonstrates knowledge in modified testing situations.	Is able to apply the scientific method to classroom assignments. Completes projects and homework assigned. Participates in classroom experiments and discussion. Applies knowledge in modified testing situations.
Writing	Begins to understand writing left to right. Copies legibly with proper spacing. Starts to write what he/she can say.	Beginning to write simple sentences, using inventive spelling. Demonstrates very basic punctuation and capitalization. Copies legibly with proper spacing. Writes what he/she can say.	Beginning to compose simple sentences with correct word order and verb tense. Uses basic punctuation/capitalization with assistance. Writes legibly with proper spacing. Uses inventive spelling with some success. Tries staying on a topic and writes limited details supporting that topic, with assistance.	Able to compose a complete, simple sentence with few errors in word order and verb tense. Knows basic punctuation/capitalization and is beginning to apply them most of the time. Writes legibly with proper spacing. Able to use inventive spelling. Able to write using meaningful details in a logical sequence.	Able to compose a complete, simple sentence with correct word order and verb tense. Able to use correct punctuation and capitalization. Able to write legibly with proper spacing. Uses inventive spelling, but spells correctly commonly used words in the Dolch list. Writes about a topic using details in a logical sequence.

Source: Iowa Department of Education. (2004). *Guidelines for the Inclusion of English Language Learners (ELLs) in K-12 Assessments*. Des Moines, IA: Author. (Appendix H)

Appendix M: Correlation Table

TESOL Standard	IPT• Test Item(s) LAS-Test Section(s)	Connection to ITBS/ITED Reading/Writing Standards	Connection to ELDA (All Under Level 5)	ITELL
Goal 1: To use English to communicate in social settings	The IPT Tests meet this goal and associated standards. The LAS Tests meet this goal and associated standards.			The ITELL tests meet this goal and associated standards. See footnote for notations
Standard 1: Students will use English to participate in social interactions.	IPT I-Oral Item #1-7, 10, 13-16, 30-32, 47-49,65, 66 IPT II-Oral Item #5, 6, 17 LAS Oral (Listening Comprehension, Story Retelling)	L1,L4 LH2,LH3,LH5	Listening- 1, 5 Speaking- 1	L BC&D part 2 S B 1,2,4,5,6 S C&D 1,2,4,5,6,7 W B 2; C&D 1,2
Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.	IPT I-Oral Item #12, 19, 22, 38, 40, 41, 43, 45, 46, 51, 52, 62-65, 70, 73, 74, 76, 83 IPT II-Oral Item 24, 25-27, 35-38, 52, 67-72 LAS Oral (Listening Comprehension, Story Retelling)	LI,L4,L6 LH2,LH3,LH5	Listening- 1 Speaking- 1	L B,C,&D part 2 R B,C,&D 2 texts S B&D 1,6; C 1,4,6 W B 2; C&D 1,2
Standard 3: Students will use learning strategies to extend their communicative competence.	IPT I-Oral Item #40, 41, 43-44, 45, 46-47, 51, 70, 73, 74-75, 76-78, 83 IPT II-Oral Item #34, 40, 48, 52, 55, 57, 58-59, 64-65, 66, 73, 74, 75, 79-80, 82, 85-86 IPT 1-Reading (Part 4) Item #1-3 IPT 2-Reading (Part 4) Item #7-9 IPT 2-Writing (Part 2) Item #2 IPT 3-Reading (Part 4) Item #1-3, 7-9 IPT 3-Writing (Part 3) Story A, B LAS Oral (Vocabulary, Listening Comprehension, Story Retelling) LAS Reading (Vocabulary, Language Mechanics and Usage, Fluency, Reading for Information) LAS Writing (Finishing sentences, Sentence creation, Brief essay)	Grades 3-5 and 6-9 Benchmark #8 Grades 10-12 Benchmark # 5, 8 L1,L2,L3,L4,L6 LH1,LH2,LH3,LH5	Reading – 6 Listening- 1, 2, 4 Speaking- 1, 2	L B,C,&D part 1 Reading B,C,&D 2 texts V B,C,&D S B2; C&D 2,6 W B2; C&D 1,2 SWE B,C,&D Test Lit. part 2

TESOL Standard	IPT• Test Item(s) LAS-Test Section(s)	Connection to ITBS/ITED Reading/Writing Standards	Connection to ELDA (All Under Level 5)	ITELL
Goal 2: To use English to achieve academically in all content areas	The IPT Tests meet this goal and associated standards. The LAS Tests meet this goal and associated standards.			The ITELL tests meet this goal and associated standards. See footnote for notations
Standard 1: Students will use English to interact in the classroom.	IPT I-Oral Item #1-7, 10, 13-16, 30-32, 47-49,65, 66 IPT II-Oral Item #5, 6, 17 LAS Oral (Listening Comprehension, Story Retelling)	L1,L4 LH2,LH3,LH5	Listening- 1, 5 Speaking- 1	L B,C,&D part 2 S B 1,2,3,4,5,6,7 S C&D 1,2,3,4,5,6 W B&D 1,2; C 2 Test Lit. B,C,&D
Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.	IPT I-Oral Item #12, 19, 22, 38, 40, 41, 43, 45, 46, 51, 52, 62-65, 70, 73, 74, 76, 83 IPT II-Oral Item 24, 25-27, 35-38, 52, 67-72 LAS Oral (Listening Comprehension, Story Retelling)	LI,L4,L6 LH2,LH3,LH5	Listening- 1 Speaking- 1	L BC&D part 2 S B 1,2,3,4,5,6,7 S C&D 1,2,3,4,5,6 W B&D 1,2; C 2 Test Lit. B,C,&D
Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.	IPT I-Oral Item #40, 41, 43-44, 45, 46-47, 51, 70, 73, 74-75, 76-78, 83 IPT II-Oral Item #34, 40, 48, 52, 55, 57, 58-59, 64-65, 66, 73, 74, 75, 79-80, 82, 85-86 IPT 1-Reading (Part 4) Item #1-3 IPT 2-Reading (Part 4) Item #7-9 IPT 2-Writing (Part 2) Item #2 IPT 3-Reading (Part 4) Item #1-3, 7-9 IPT 3-Writing (Part 3) Story A, B LAS Oral (Vocabulary, Listening Comprehension, Story Retelling) LAS Reading (Vocabulary, Language Mechanics and Usage, Fluency, Reading for Information) LAS Writing (Finishing sentences, Sentence creation, Brief essay)	Grades 3-5 and 6-9 Benchmark #8 Grades 10-12 Benchmark # 5, 8 L1,L2,L3,L4,L6 LH1,LH2,LH3,LH5	Reading – 6 Listening- 1, 2, 4 Speaking- 1, 2	L B,C,&D part 1,2 R B,C,&D 8 texts V B,C,&D S B 1,2,3,4,5,6,7 S C&D 1,2,3,4,5,6 W B&D 1,2; C 2 SWE B,C,D Test Lit. B,C,&D

TESOL Standard	IPT• Test Item(s) LAS-Test Section(s)	Connection to ITBS/ITED Reading/Writing Standards	Connection to ELDA (All Under Level 5)	ITELL
Goal 3: To use English in socially and culturally appropriate ways	The IPT Tests meet this goal and associated standards. The LAS Tests meet this goal and associated standards.			The ITELL tests meet this goal and associated standards. See footnote for notations
Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.	IPT I-Oral Item #1, 2, 13-14, 30, 51, 42, 43-44, 45, 73, 74-75, 76-78, 83 IPT II-Oral Item #38, 55, 58-59, 62, 73, 74-75 IPT 2-Writing (Part 3) Story A, B IPT 3-Writing (Part 3) Story A, B LAS Oral (Vocabulary, Listening Comprehension, Story Retelling) LAS Reading (Vocabulary, Language Mechanics and Usage, Fluency, Reading for Information) LAS Writing (Finishing Sentencs, Sentence Creation, Brief essay)	Grades 3-5 and 6-9 Benchmark # 6, 9 Grades 10-12 Benchmark # 6, 10 L4,L6 LH2,LH5	Reading- 3 Writing- 1, 2, 3 Listening- 3, 4, 5 Speaking- 1	L B,C,&D part 2 R B,C,&D S B, C,&D 1,2,3,4,5,6,7 W B,C,&D 1,2
Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting	IPT I-Oral Item #8, 9, 20, 21, 35 IPT II-Oral Item #1, 11, 19, 20, 33 LAS Reading (Vocabulary, Language Mechanics and Usage, Fluency, Reading for Information) LAS Writing (Finishing Sentencs, Sentence Creation, Brief essay)	LH5?, LH6?	Writing- 3 Listening- 1, 4	L B,C,&D part 1 S B,C,&D 1,2,3,4,5,6,7
Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.	IPT I-Oral Item #13-14, 26-29, 30, 40, 41, 42, 43-44, 45, 46- 47, 51, 59-60, 62-65, 70, 73, 74-75, 76-78, 79-82 IPT II-Oral Item #24-27, 34, 38, 40-44, 48, 52, 56-59, 62, 64- 66, 73-75, 79, 81-82, 85-91 IPT 2-Writing (Part 3) Story A, B IPT 2-Reading (Part 3) IPT 3-Writing (Part 3) Story A, B IPT 3-Reading (Part 3) LAS Oral (Vocabulary, Listening Comprehension, Story Retelling) LAS Reading (Vocabulary, Language Mechanics and Usage, Fluency, Reading for Information) LAS Writing (Finishing Sentencs, Sentence Creation, Brief essay)	Grades 10-12 Benchmark # 7 L4,L6 LH2,LH5	Reading- 5 Writing- 2, 3 Listening- 2 Speaking- 2	L B,C,&D part 1,2 R B,C,&D 8 texts V B,C,&D S B,C,&D 1,2,3,4,5,6,7 W B,C,&D 1,2 SWE B,C,D Test Lit. B,C,&D

Footnote ITELL:
B,C,&D refer to different ITELL levels, L=Listening, R=Reading, V=Vocabulary, W=Writing, SWE=Structure & Written Expression, S=Speaking, Test Lit.=Test Literacy

References

Core Content Standards and Benchmarks Corresponding to the Iowa Tests. (n.d.) Retrieved May 12, 2003 from http://www.state.ia.us/educate/ecese/nclb/doc/ccsb.pdf

Grognet, A., Jameson, J., Franco, L., & Derrick-Mescua, M. (2000). *Enhancing English Language Learning in Elementary Classrooms : Trainer's Manual.* McHenry, IL: Delta Systems Co., Inc.

Iowa Department of Education. (2004). *Guidelines for the Inclusion of English Language Learners (ELLs) in K-12 Assessments.* Des Moines, IA: Author.

Kupetz, M. (Ed.). (1997). *ESL Standards for Pre-k-12 Students.* Alexandria, VA: Teachers of English to Speakers of Other Languages.

U.S. Department of Education Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students. (2003). *Part II: Final Non-Regulatory Guidance on the Title III State Formula Grant Program – Standards, Assessments and Accountability.* Retrieved July 30, 2004, from http://www.ed.gov/programs/nfdp/NRG1.2.25.05.doc